<table>
<thead>
<tr>
<th>No.</th>
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<th>Exhibits</th>
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<td>1</td>
<td>4/17/2020</td>
<td>Letter via email from Public Advocates and ACLU of SoCal to SBCUSD et al. RE: April 7, 2020 San Bernardino City Unified Board Meeting - Item 8.2 (Report on Our Right to Resources)</td>
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<td>2</td>
<td>5/11/2020</td>
<td>Letter via email from from Public Advocates and ACLU of SoCal to SBCUSD et al. RE: April 21, 2020 San Bernardino City Unified Board Meeting - Item 2.5 (Report on Our Right to Resources)</td>
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<td>3</td>
<td>2/21/2019</td>
<td>California County Superintendents Educational Services Association, Local Control and Accountability Plan (LCAP) Approval Manual (2019-20 Ed.)</td>
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<td>4</td>
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<td>California Department of Education LCFF Summary Data, 2019-20 Second Principal (P-2) Apportionment</td>
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<td>5</td>
<td>6/28/2020 (last reviewed)</td>
<td>2017-20 Approved Local Control Accountability Plan (LCAP) and Annual Update (LCAP) Template with Attached Instructions</td>
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<td>6</td>
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<td>Final 2019-20 San Bernardino City Unified School District LCAP (approved by San Bernardino County Office of Education)</td>
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<td>Letter from San Bernardino Educational Justice Coalition to San Bernardino City Unified School District</td>
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<td>17</td>
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<td>TABLE 1: Selected LCAPs Approved by SBCOE that Improperly Include Law Enforcement Actions as Contributing to the District’s Proportionality Requirement</td>
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<td>Date</td>
<td>Authors</td>
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EXHIBIT 1
Dear Ms. Rodgers, Dr. Wyatt, Dr. Flores, Mr. Gallo, Dr. Hill, Mr. Tillman, Ms. Medina, Dr. Vollkommer, and Dr. Mitchell,

We are the civil rights attorneys who authored the “Our Right to Resources” report (“report”), and we appreciate that you reviewed the report closely and discussed its implications for San Bernardino City Unified School District (“SBCUSD” or the “District”) at the April 7th board meeting. Contrary to your legal counsel’s comments at the April 7th board meeting, there is no attorney-client privilege preventing us from providing our analysis of SBCUSD’s obligations and liabilities with respect to its Local Control Accountability Plan (“LCAP”). As such, we write to provide our analysis of why SBCUSD is not in compliance with the Local Control Funding Formula (“LCFF”) and the steps the District can take to ameliorate the violations. Please see attached letter. Please let us know if you would like us to share our analysis at the next SBCUSD board meeting or to answer any remaining questions or concerns.

Respectfully,
Nicole Gon Ochi

Nicole Gon Ochi
Senior Staff Attorney – Education Equity
She/her/hers
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To: abigailmmedina@aol.com <abigailmmedina@aol.com>; Danny1tillman@hotmail.com <Danny1tillman@hotmail.com>; gwenrodgers84@gmail.com <gwenrodgers84@gmail.com>; mgallo@kellyspace.com <mgallo@kellyspace.com>; bflores@csusb.edu <bflores@csusb.edu>; margarethill3361@gmail.com <margarethill3361@gmail.com>; scott_wyatt@sbcss.k12.ca.us <scott_wyatt@sbcss.k12.ca.us>; harold.vollkommer@sbcusd.k12.ca.us <harold.vollkommer@sbcusd.k12.ca.us>
Kennon.Mitchell@sbcusd.k12.ca.us <Kennon.Mitchell@sbcusd.k12.ca.us>

Cc: trobbins@aalrr.com <trobbins@aalrr.com>; ted.alejandre@sbcss.net <ted.alejandre@sbcss.net>; michelle.ottoson@sbcss.net <michelle.ottoson@sbcss.net>; jayne.christakos@sbcusd.k12.ca.us <jayne.christakos@sbcusd.k12.ca.us>

2 attachments (404 KB)
image001.gif; 4.17.20_SBCUSD letter (final).pdf;
April 17, 2020

Ms. Gwendolyn Rodgers, Board President
Dr. Scott Wyatt, Board Vice President
Dr. Barbara Flores, Board Member
Mr. Michael J. Gallo, Board Member
Dr. Margaret Hill, Board Member
Mr. Danny Tillman, Board Member
Ms. Abigail Rosales Medina, Board Member
Dr. Harold Vollkommer, Interim Superintendent
Dr. Kennon Mitchell, Assistant Superintendent of Educational Services

Sent via email only

RE: April 7, 2020 Board Meeting – Item 8.2 (Report on Our Right to Resources)

Dear Superintendent Marsden and SBCUSD School Board Members:

We are the civil rights attorneys who authored the “Our Right to Resources” report ("report"), and we appreciate that you reviewed the report closely and discussed its implications for San Bernardino City Unified School District (“SBCUSD” or the “District”) at the April 7th board meeting. Contrary to your legal counsel’s comments at the April 7th board meeting, there is no attorney-client privilege preventing us from providing our analysis of SBCUSD’s obligations and liabilities with respect to its Local Control Accountability Plan (“LCAP”). As such, we write to provide our analysis of why SBCUSD is not in compliance with the Local Control Funding Formula (“LCFF”) and the steps the District can take to ameliorate the violations. Specifically, (1) SBCUSD improperly omitted at least $9.5 million of spending intended for high-need students in its 2019-20 LCAP and, (2) even if the District did properly disclose it, spending such funds on a districtwide police department is improper because it is neither principally directed towards nor effective in meeting the districts’ goals for foster youth, English learners, or low-income students as LCFF regulations require. As such, the District must properly disclose all spending in its LCAP and, after performing the requisite community engagement, reinvest the $9.5 million of law enforcement spending on evidence-based services that actually support high-need students.

I. SBCUSD Violated Its Transparency, Proportionality & Engagement Obligations Under LCFF by Failing to Disclose in its LCAP the $9.5 Million in Supplemental and Concentration Funds It Budgeted for School Police

The report analyzed spending on the law enforcement and purported security measures documented in 136 current (2019-20) LCAPs in Los Angeles, Riverside, and San Bernardino
Counties. It did not look at school budgets or any other spending documents. Based on SBCUSD’s LCAP, the report did not find any security measures improperly funded with supplemental and concentration (“S&C”) resources. However, the report called attention to SBCUSD on page 21 for transparency problems because it failed to include the vast majority of its spending in its LCAP and did not disclose its spending on school police. We ascertained that SBCUSD employed a significant school police force that it did not disclose in its LCAP by reviewing Commission on Peace Officer Standards and Training data. According to this reliable state data source (cited in endnote 42 of the report), SBCUSD employed 42 total officers as of March 2020, which includes 26 full-time sworn officers, 8 reserve officers, and 8 dispatchers. Regardless of whether SBCUSD employs 21 officers or 42 officers, or a different number of staff, the $9.5 million of S&C funds allocated to this department violates LCFF, as discussed in Section II.

A. School Districts Must Identify All Supplemental and Concentration Expenditures in Their LCAPs and Explain How These Expenditures Proportionately Increase or Improves Services for High-Need Students

At the heart of LCFF is the requirement that districts be fully transparent about how they are spending their money so that community stakeholders can hold them accountable for using funding equitably and effectively. The vehicle through which districts provide transparency is the LCAP, which must be developed in consultation with a wide range of stakeholders, including parents and students and is subject to multiple public hearings. See Cal. Educ. Code § 52062. The LCAP is designed to be a comprehensive strategic planning document that reflects spending decisions made through meaningful stakeholder engagement and serves as an accountability tool to ensure that districts are using their funding equitably and effectively. Therefore, districts are required to provide evidence in their LCAPs that S&C funds are used proportionately to support the high-need students that generated these additional funds. In addition, § 15496(b) requires school districts with 55 percent or more high-need student enrollment to (1) identify in the LCAP the S&C funded services that are provided on a districtwide basis; and (2) describe in the LCAP how these districtwide services are principally directed towards, and effective in meeting the district’s goals for its high-need students in the state and local priority areas. Finally, Cal. Educ. Code § 52060(c) requires school districts to adopt LCAPs that contain all the information specified in the template adopted by the State Board of Education.

The operative LCAP template for the 2019-20 school year requires districts to disclose whether programs are S&C funded, and, if so, whether they are provided districtwide. If a district funds certain districtwide actions with S&C dollars and counts them as contributing to the Increased or Improved Services Requirement, the district must identify and justify the

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1 See Our Right to Resources: Appendix at p. 7. All references to SBCUSD’s LCAP are to the 2019-20 adopted LCAP, available at SBCUSD’s LCAP.
2 LCFF refers to high-need students as “unduplicated pupils,” a category comprised of low-income students, foster youth, and English learners.
3 “(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils . . . is used to support such pupils. . . . An LEA shall include in its LCAP an explanation of how such expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas.” 5 CCR § 15496(a).
expenditure(s) in the Demonstration of Increased and Improved Services for Unduplicated Students section of the LCAP. In sum, the law requires districts to identify all S&C funded programs in its LCAP and explain how these programs are targeted towards closing the achievement gap and improving school culture for high-need students.

B. **SBCUSD Failed to Identify or Justify the Vast Majority of its Supplemental and Concentration Expenditures in its 19-20 LCAP and Explain How It Is Meeting Its Obligation to Increase and Improve Services for High-Need Students**

When we were reviewing LCAPs for the report, SBCUSD’s LCAP concerned us because its [LCFF Budget Overview for Parents](#) stated that the District expects to receive $140,901,620 in S&C grants, yet only includes $132,199,565 in LCAP expenditures. As such, the LCFF Budget Overview demonstrates that the district fails to account for $8,702,055 in S&C spending, which, on its face, reflects a violation of LCFF’s requirement that the LCAP identify and explain all S&C expenditures. A more careful review of SBCUSD’s LCAP revealed that the District only identified four actions in its LCAP as increasing or improving services—which accounts for only 17.5% of the S&C grants it received to support high-need students. The district lists the balance of LCAP actions as not contributing to the increased or improved services. Regardless of whether the District is properly investing the more than $100 million in S&C grants that are outside the LCAP, its failure to describe them at all in its LCAP is an egregious transparency violation that obscures inequitable funding investments.

The District’s [second interim budget report](#) includes a schedule of supplemental and concentration programs on page 6, the vast majority of which it failed to include in its LCAP, including $9.5 million allocated for school police. Indeed, the District included a specific line item for LCAP allocations ($69,819,983) with its own line item schedule, but this allocation does not match the actions identified as contributing to the increased and improved services requirement in the LCAP. Therefore, the question is not whether the programs identified by Mr. Robbins in the LCAP violate LCFF spending requirements, but whether the $9.5 million line item in the [S&C schedule outside the LCAP](#) is a misappropriation of funds. In addition, this omission of S&C funding from its LCAP raises questions about whether the district is meeting its equity obligation to increase and improve services for high-need students in proportion to the more than $140 million that they generate. Further, the lack of transparency deprives stakeholders, particularly students and families, of their right under LCFF to have a community dialogue about how the district is effectively serving high-need students. In sum, the District’s failure to include its $9.5 million line item on school police (in addition to the myriad of other undisclosed S&C funded actions) is an independent transparency violation of LCFF that the district must remedy.

II. **Districts Cannot Use Supplemental and Concentration Funds on Law Enforcement and Security**

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4 Actions marked as contributing to meeting Increased or Improved Services Requirement in the Goals, Actions, and Services section are S&C funded. The only actions marked as such in the LCAP are Actions 1.2, 1.3, 1.5 and 1.7.

5 The LCAP actions identified by Mr. Robbins in his presentation, such as Breaking Barriers United, the Gang Reduction and Intervention Program (GRIP), and trauma-informed programs do not violate LCFF because they are base-funded, not S&C funded. See [SBCUSD 2019-20 LCAP](#) at pp. 105-06 (Action 3.1).
Although school districts enjoy more flexibility after California replaced its categorical funding system with LCFF in 2013, the state still maintains a number of important restrictions in the way districts may spend their funds. One of the foundational values of LCFF is equity, which is why the law clearly delineates between base funds, which can be used for any purpose, and S&C funds, which must be used to support low-income students, English learners, and foster youth. Specifically, school districts must use their S&C funds to “increase or improve services for [high-need students] as compared to the services provided to all pupils.”

As discussed at the April 7th meeting, SBCUSD is a highly concentrated district with 90% of its students qualifying as low-income. Therefore, SBCUSD may use S&C funds on a districtwide basis that benefits all students if it satisfies two requirements: (1) the funded actions are “principally directed towards” supporting high-need students; and (2) the funded actions are “effective in meeting the district’s goals for unduplicated pupils in the state and any local priority areas.” As the California Department of Education (“CDE”) has held in numerous decisions, “[s]imply stating that a district has a high enrollment of [intended student groups] does not meet this standard [increase or improve services] because serving students is not the same as enrolling students.” Therefore, SBCUSD cannot justify its $9.5 million school police line item merely on the basis that it is a highly concentrated district.

Although SBCUSD failed to include the $9.5 million in law enforcement spending in its LCAP, we know the District is using S&C funds for that expenditure because it is included in the Schedule of Supplemental/Concentration Programs in the Second Interim Report. The District’s attempt to use S&C funds on law enforcement is illegal for at least two reasons. First, SBCUSD must demonstrate that its $9.5 million S&C expenditure on school police is principally directed towards high-need students. To do so, the district must “explain[] in its LCAP how it considered factors such as the needs, conditions, or circumstances of its [intended student groups], and how the service takes these factors into consideration (such as, for example, by the service’s design, content, methods, or location).” SBCUSD cannot make this showing. As discussed above, the $9.5 million school police expenditure is not even in the LCAP. More importantly, the entire school police budget appears to be funded through S&C because there are no base expenditures for police, and SBCUSD school police purportedly serve all students, not only high-need students. CDE consistently finds that across-the-board security investment that are not “directed towards meeting the needs of unduplicated pupils, as opposed to all pupils,” do not meet the principally directed requirement. Therefore, the $9.5 million S&C expenditure on school police fails the increased and improved services standard and is an illegal expenditure.

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6 See CAL. CODE REGS. tit. 5, § 15496(a) (2019); see also CAL. EDUC. CODE § 42238.07 (Deering 2019).
8 See Cal. State Auditor Report 2019-10, K-12 Local Control Funding at p. 23.
9 Id.
10 May 2017 CDE Fresno Decision, p. 13
11 See id.; see also Oct. 2018 CDE San Joaquin County Office of Education Decision, p. 11 (holding that campus security technicians tasked with improving school site safety are not principally directed because they are focused on improving school site safety generally); Jan. 2019 CDE Sac City Decision, pp. 11–12 (assistant principals responsible for developing and maintaining safe school plans are not principally directed because school safety plans address the needs of the whole school site and benefit all students on an equal basis).
Second, the $9.5 million S&C expenditure on police is likely illegal for the independent reason that it is not effective in meeting district goals for high-need students. As discussed in detail in the report on pages 24-31, there is a very strong presumption based on research and district data that law enforcement and security expenditures are not effective in improving school climate or students’ sense of safety, and in fact, disproportionately harm high-need students. Under LCFF, the “effectiveness” standard is met if the district explains in a non-conclusory manner how the action/service will help the district achieve one or more of the expected outcomes for the goal.  Because SBCUSD did not disclose its $9.5 million S&C expenditure on school police in its LCAP, it is impossible to determine whether this expenditure is intended to support the District’s goals for high-need students, and if there is measurable progress on the relevant indicators. However, our analysis of other districts that disclosed their S&C spending on law enforcement demonstrated that these expenditures did not make students feel more safe, improve school climate, or increase student engagement by high-need students. Similarly, in SBCUSD, chronic absenteeism has increased over the past few years, with significant disparities for foster youth, homeless students, and African American students. Further, although suspension rates have decreased overall and for most subgroups, persistent disparities remain for foster youth and African American students.

Therefore, the District is violating LCFF because it has not, and likely cannot, show that its across-the-board spending on law enforcement is principally directed and effective in supporting English learners, foster youth, and low-income students.

* * *

In sum, the $9.5 million S&C expenditure on school police is illegal because the District did not disclose it in the LCAP (see Section I), but even if it were disclosed in the LCAP, it is an improper use of S&C funding because a districtwide police department is neither principally directed towards nor effective in meeting the Districts’ goals for low-income students of color. As such, we recommend that the Board take the following steps to address the Districts’ legal violations:

1. Amend the 2019-20 LCAP to reflect and describe in detail all S&C expenditures listed in the S&C schedule;
2. Stop spending $9.5 million in S&C funds for school police;
3. In compliance with the statutory requirements set forth in Cal. Educ. Code § 52062 and in consultation with community stakeholders, such as BLU Educational Foundation, Congregations Organized for Prophetic Engagement (COPE), Inland Congregations United for Change (ICUC), Youth Action Project (YAP) and district advisory

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13 See Dataquest, 2018-19 Chronic Absenteeism Rate (overall chronic absenteeism rates increased from 17.1 percent in 2016-17 to 18.3 percent in 2018-19).
14 Id. (overall chronic absenteeism rates in 2018-19 for all students was 18.3 percent versus 26.5 percent for African Americans, 24.8 percent for homeless youth, and 24.3 percent for foster youth).
15 See Dataquest, 2018-19 Suspension Rate (overall suspension rate has decreased from a high of 8.4 percent in 2012-13 to 5.4 percent in 2018-19, but African American suspension rates are 10.8 percent and foster youth suspension rates are 11.5 percent).
committees, such as the District African American Advisory Council, District English Learner Advisory Council (DELAC), and the District Advisory Council (DAC), reinvest the $9.5 million in programs that increase or improve services for high-need students, such as:

a. English Language Learner support;
b. Closing the African American achievement gap;
c. Deeper investments in mental health and social-emotional counselors, restorative practices, and PBIS systems throughout the district.
d. Increased funding for wellness centers at high schools and staffing for HEAR (now HEART) team.
e. Increased funding in student and family engagement, including innovative family and student engagement practices during the COVID-19 crisis and beyond.
f. Closing the digital divide by engaging our community-based organizations to assist in outreach.

4. Engage in a robust and meaningful stakeholder engagement process that involves students, parents, educators, and community groups and leaders, including those listed above. The process should involve, at a minimum, online surveys, online town halls, webinars, input by mail, and surveys at school sites when families pick up meals. The District should also prioritize transparency and publish all of the input it receives and describe how it incorporated it into its next LCAP.

To be clear, the law requires SBCUSD to stop funding its school police department with S&C funds, but it does not require SBCUSD to eliminate its police department. The primary issue here is how to reinvest the $9.5 million in S&C funds that should be used to improve the educational experience of high-need students and close the achievement gap. At the very least, the district’s investments in counselors and other mental health professionals should be proportionate to the numbers of security personnel. The district does not need to wrestle with the question of maintaining or dismantling its police department to ensure that high-need students receive the benefit of the funds they generate.

Please do not hesitate to reach out to us at nochi@publicadvocates.org or arodriguez@aclusocal.org if you would like us to share our analysis at the next SBCUSD board meeting or to answer any remaining questions or concerns. We hope that we can work collaboratively with the District and other stakeholders to resolve the violations without the need to file a complaint or take other legal action.

Sincerely,

Nicole Gon Ochi
Senior Staff Attorney – Education Equity
Public Advocates, Inc.
Victor Leung  
Deputy Litigation Director  
ACLU Foundation of Southern California

Ariana Rodriguez  
Legal Fellow  
ACLU Foundation of Southern California

Cc: Ms. Jayne Christakos, Associate Superintendent Business, Facilities, and Operations  
Cc: Todd M. Robbins, Atkinson Andelson, Loya, Ruud & Romo  
Cc: Ted Alejandre, San Bernardino County Office of Education Superintendent
EXHIBIT 2
Dear Ms. Rodgers, Dr. Wyatt, Dr. Flores, Mr. Gallo, Dr. Hill, Mr. Tillman, Ms. Medina, Dr. Vollkommer, and Dr. Mitchell,

We are writing to advise you that Mike Fine provided you with incorrect statements of fact and law at the April 21st board meeting during Item 2.5 (Our Right to Resources). Mr. Fine inaccurately characterized the district's legal obligations under LCFF and falsely stated that that SBCUSD's LCAP accounts for all S&C funds. These statements are misleading to you and the public and expose you to legal liability. The attached letter and CDE decisions provide more details. Please let us know if you would like to discuss.

Respectfully,
Nicole Gon Ochi, Victor Leung, and Ariana Rodriguez
May 11, 2020

Ms. Gwendolyn Rodgers, Board President
Dr. Scott Wyatt, Board Vice President
Dr. Barbara Flores, Board Member
Mr. Michael J. Gallo, Board Member
Dr. Margaret Hill, Board Member
Mr. Danny Tillman, Board Member
Ms. Abigail Rosales Medina, Board Member
Dr. Harold Vollkommer, Interim Superintendent
Dr. Kennon Mitchell, Assistant Superintendent of Educational Services

Sent via email only

RE: April 21, 2020 Board Meeting – Item 2.5 (Report on Our Right to Resources)

Dear Dr. Vollkommer, Dr. Mitchell, and SBCUSD School Board Members:

We are writing to advise you that Mike Fine provided you with incorrect statements of fact and law at the April 21st board meeting during Item 2.5 (Report on Our Right to Resources). Mr. Fine inaccurately characterized the districts’ legal obligations under the Local Control Funding Formula (“LCFF”) and falsely stated that SBCUSD’s 2019-20 Local Control Accountability Plan (“LCAP”) accounts for all S&C funds. These statements are misleading to you and the public and expose you to legal liability. Accordingly, we urge you to (1) disregard Mr. Fine’s inaccurate testimony, (2) familiarize yourselves with SBCUSD’s obligations under LCFF and its regulations, and (3) stop spending LCFF funds intended for low-income students, English learners, and foster youth on law enforcement and instead invest it in the resources recommended by community organizations and other stakeholders in public comments made at the April 7th and April 21st board meetings.

Mr. Fine Ignored the District’s Equity Obligation When Attempting to Explain the Proper Use of S&C Funds

Mr. Fine is the Chief Executive Officer of Fiscal Crisis & Management Assistance Team (“FCMAT”), an entity that primarily provides K-14 educational agencies with support to avert fiscal crises. FCMAT plays no role in the LCFF / LCAP approval or accountability system. Rather, the LCFF rules and regulations are set forth by the legislature and State Board of Education and enforced by the California Department of Education, district boards of education, and county offices of education.

Despite not playing any role in the LCFF / LCAP process, in his presentation, Mr. Fine inaccurately opined that SBCUSD is not misusing LCFF funds because they are unrestricted and
used in accordance with stakeholder input. This is false. Supplemental and concentration ("S&C") funds are not “restricted” in the accounting sense as categorical programs are, but they nonetheless create legal obligations by defining the quantitative or qualitative amount of the district’s obligation to increase or improve services for high need students. Indeed, the law sets forth specific equity rules that govern how districts may use S&C funds. See the graphic below for a visual representation of LCFF’s equity rules.

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1 Mr. Fine opined: “I do not describe in any way or form the district as misusing LCFF funds. These are funds that are unrestricted in nature. Very intentionally unrestricted set by the state. They’re also funds that you are expending in concert with your stakeholder input. I don’t believe you’ve done anything illegal. At best some of the concerns that have been raised recently really deal with technical compliance.” See SBCUSD Board Meeting, April 21, 2020 at 26:10-27:30, available at https://youtu.be/rMbgD4zdZ7g?t=1570.

2 See Cal. Code Regs. tit. 5, §15496(a) (“An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1).”).
As discussed in detail in our letter dated April 17, 2020, districts must use S&C funds to increase or improve services for low-income students, foster youth, and English learners (collectively “high-need students”). Mr. Fine suggests that a district may spend S&C funds on any service if at least one person requested it through stakeholder engagement. However, it is not enough to rely on stakeholder input to determine the proper use of these funds, especially if the stakeholders do not represent the students who generated those funds. Nor is it sufficient to rely on the districts’ high concentration of high-need students to justify S&C spending. The attached California Department of Education (CDE) decision resolving a complaint the ACLU of California filed makes clear that a high unduplicated pupil enrollment is insufficient to explain how S&C funded services are principally directed or effective. A relevant excerpt of that decision is pasted below:

CDE also notes that the District references its 88% unduplicated pupil enrollment as a reason it provides actions on a districtwide or schoolwide basis. However, while a high unduplicated pupil percentage may be a reason to offer a majority of services directed toward increasing or improving services for unduplicated pupils on a “wide” basis, by itself it does not provide a sufficient explanation of how such services are principally directed towards unduplicated students. Thus, based on the above, Section 3A, standing alone, does not provide adequate description and justification of services provided on a districtwide and schoolwide basis.

See May 2017 Fresno CDE Decision at pp. 8.

The Fresno decision specifically determined that the district improperly funded law enforcement and security with S&C funds despite requests for school safety during community engagement. A relevant excerpt of the decision is pasted below:

Allegation 3 of the Complaint challenges districtwide and schoolwide Action #47 (Goal 4) “School Site Security Enhancements.” (2016-2017 LCAP Section 2, p. 109.) The budgeted expenditures are identified as $440,000 (LCFF Sup and Con). As noted above, the Complaint and Appeal expressed concern that expenditures for the actions described may actually be detrimental to unduplicated pupils. In addition, the Complaint and Appeal also alleged the LCAP does not set out the required description and justification for this districtwide and schoolwide action. The action is accompanied by the following description in Section 2 of the LCAP:

- ‘School safety was a top request from teachers resulting from the District’s outreach to stakeholders
- Funds to support additional crossing guards
- District share of Police Department grant for additional Community and School Resource Officers at secondary schools
- Police Department Chaplaincy programs at Elementary schools. School Resource Chaplains volunteer at Elementary school campuses teaching a character and integrity curriculum and assist in identifying and reducing crimes against children. School Resource Chaplains are trained to connect children and families to needed resource in the community.
- Continue expanded coverage for Shot Spotter to reduce school time disruptions in areas with high crime. Shot Spotter assists responding officers with identifying gunshots (versus fireworks, car backfires, or other loud noises) often within a few feet.
- This leads to school and community safety, as well as reduced downtime and classroom disruption that occurs from the stoppage of classroom instruction when safety protocols need to be implemented’
Similarly, in a complaint connected to a lawsuit the ACLU Foundation of Southern California and Public Advocates filed against the Los Angeles Unified School District ("LAUSD"), LAUSD attempted to argue that it could spend S&C funds on any districtwide expenditure "because the overwhelming majority of LAUSD’s pupils (84%) are [high-need students]." See August 2016 LAUSD CDE Decision at pp. 16. The CDE rejected that argument, stating that it "did not find [LAUSD’s] argument persuasive" and that LAUSD must still use those funds only to increase and improve services for high-need students and articulate how its expenditures are principally directed and effective in meeting goals for those students in particular. See id. at pp. 16-17.

Here is a relevant excerpt of that decision:

**The Significance of Districtwide Expenditure**

In support of its position that it acted consistent with 5 CCR Section 15496(a)(2) and in arguing rejection of Complainants' demand to remove $450 million of special education expenditures from its estimate of prior year expenditures, LAUSD argues that the regulations grant districts, such as it, with high enrollments of unduplicated pupils the highest level of flexibility. (District Response, p. 17.) The district further states "because the overwhelming majority of LAUSD’s pupils (84%) are unduplicated, the district-wide core program is itself principally directed towards...meeting the district's goals for its unduplicated pupils," citing, in part 5 CCR Section 15496(b)(1)(B). (District Response, p. 18.) While it is the case that LAUSD has flexibility to the extent afforded by the regulations, we do not find its argument persuasive on the issues raised by this appeal.

First, LAUSD’s argument appears to conflate the threshold that permits districtwide use of funds apportioned on the basis and numbers of unduplicated pupils with the justification required when a district decides to proceed districtwide. The 55 percent or more qualifies a district to use funds on a districtwide basis, but it must then identify in its LCAP those services provided on such basis and describe how they are "principally directed towards and are effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas." (5 CCR Section 15496(b)(1)(B).)

In accordance with the regulation, LAUSD has flexibility to expend supplemental and concentration grant funds to increase or improve services for unduplicated pupils on a districtwide basis, as circumscribed by the actions necessary to justify such expenditure. The required articulation of reasons supporting districtwide or schoolwide use is critical to meeting the statutory requirement that such funds be used to "increase or improve" services for
In short, a school police department cannot be funded using S&C grants because it is not an increased or improved service for high-need students as compared to the services provided to all students. Moreover, as expressed by the students and community-based organizations that submitted comments on April 21st, the relevant high-need stakeholders would like to see S&C funds spent in a different way -- on wellness centers, mental health supports, English Learners, and engagement strategies.

Mr. Fine Falsey Stated that SBCUSD’s LCAP Accounts for All S&C Funding Despite Clear Evidence in the LCAP to the Contrary

In the April 21 Board meeting, Dr. Flores asked Mr. Fine whether the SBCUSD LCAP accounts for all S&C funding. Mr. Fine alleged that the LCAP included all the district’s S&C dollars. See SBCUSD Board Meeting, April 21, 2020 at 26:05-, available at https://youtu.be/rMbgD4zdZ7g?t=1570.

Yet, the SBCUSD 2019-20 LCFF Budget Overview for Parents clearly contradicts Mr. Fine’s statement, showing that SBCUSD received $140,901,620 in S&C funds but budgeted only $132,199,565 in its LCAP. See SBCUSD 2019-20 LCFF Budget Overview for Parents at pp. 2-3, available at https://www.sbcss.k12.ca.us/attachments/article/2692/SanBernardinoCityFinalLCAP.pdf.
Therefore, it is **indisputable that the LCAP does not include all S&C spending** and does not comply with LCFF requirements. SBCUSD’s LCAP fails to account for at least $9 million of S&C funds. In fact, the reality is even worse as the district’s LCAP only identifies some $24.7 million out of its $140 million S&C appropriation.³

In sum, contrary to Mr. Fine’s incorrect assertions, the Board should understand the following:

1. LCFF requires S&C funds to be used to increase or improve services for the students who generated them above and beyond the services provided to all students.
2. Neither stakeholder engagement nor a high unduplicated pupil enrollment allow a district to spend supplemental and concentration funds with impunity. Rather, a district must ensure that its S&C funds are principally directed toward and effective in meeting the goals for its high-need students.
3. On its face, SBCUSD’s 2019-20 LCAP fails to account for all S&C spending and, therefore, violates the transparency requirements of LCFF.

Accordingly, the SBCUSD Board of Education must correct the legal deficiencies in its LCAP and spending. As we discussed in detail in our letter from April 17, 2020, SBCUSD must stop spending S&C funds on law enforcement and should redirect those funds to the evidenced-based practices recommended by community groups in their public comments.

³ Most of the actions in SBCUSD’s LCAP are not listed as contributing towards the increased or improved services requirement, which means they are base-funded actions and not S&C-funded. To comply with the law, the budgeted expenditures for all actions included as contributing to the Increased or Improved Service Requirement should add up to the total amount of S&C funds received. Applying this principle to SBCUSD, the district disclosed only 17.5% or $24.7 million of its S&C funds. To determine if an action is contributing towards the increased or improved services requirement, you can review which boxes are filled out under each action in the Goals, Actions, Services section of the LCAP. For example, Action 1.1 is listed as **not contributing** to the Increased or Improved Services requirement because the first set of boxes is filled out -- e.g. Students to be Served/Location(s). If an action is funded by S&C and is contributing to this requirement, the second set of boxes should be filled out -- e.g. Students to be Served/ Scope of Services/ Location(s), and the district should indicate whether English learners, foster youth, and/or low income-students are served.
We wish to resolve these issues without the need to file a complaint. Please do not hesitate to reach out to us at noch@publicadvocates.org or arodriguez@aclusocal.org if you would like to discuss these matters in more detail.

Sincerely,

Nicole Gon Ochi
Senior Staff Attorney – Education Equity
Public Advocates, Inc.

Victor Leung
Deputy Litigation Director
ACLU Foundation of Southern California

Ariana Rodriguez
Legal Fellow
ACLU Foundation of Southern California

Cc: Jayne Christakos, Associate Superintendent Business, Facilities, and Operations
Cc: Todd M. Robbins, Atkinson Andelson, Loya, Ruud & Romo
Cc: Ted Alejandre, San Bernardino County Office of Education Superintendent
Cc: Mike Fine, CEO, FCMAT

Attachments: August 2016 LAUSD CDE decision
            May 2017 Fresno CDE decision
EXHIBIT 3
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Chapter 1

Introduction

The California County Superintendents Educational Services Association (CCSESA) developed and released the first LCAP Approval Manual in March 2014. The current version of the LCAP Approval Manual (2019-20 Edition), contains updates to the 2018-19 Edition related to the revisions to the LCAP template, the release of the LCFF Budget Overview for Parents, and California’s plans to meet the requirements of the Every Student Succeeds Act (ESSA). This manual provides a guide for county offices of education (COEs) to use in their LCAP oversight and approval process. It represents a collaboration led by CCSESA’s Business and Administration Steering Committee (BASC) with support from the Curriculum and Instruction Steering Committee (CISC), and with the assistance of staff from the California Department of Education (CDE), the State Board of Education (SBE), and the California Collaborative for Educational Excellence (CCEE). The Fiscal Crisis and Management Assistance Team (FCMAT) provided additional assistance.

Background

The Local Control Funding Formula (LCFF) dramatically reformed California’s educational funding system. The LCFF eliminated most categorical funding streams, replacing them with funds based on each local educational agency’s (LEA’s) student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year Local Control and Accountability Plan (LCAP), with annual updates, that focuses on services and outcomes for all students, with special emphasis on English learner, low income, and foster youth students. Under Education Code Section 52070 and following, county superintendents are responsible for approval and oversight of their local districts’ LCAPs.

Grounded in LCFF statutes and regulations, the LCAP Approval Manual and the separate Guide for County Superintendents – Support, Review, and Approval of Local Control and Accountability Plans are intended to serve as guides to help county offices take a thoughtful, holistic approach to LCAP support and approval. This manual focuses on the statutory requirements for county office review and approval of district LCAPs, whereas the Guide for County Superintendents – Support, Review, and Approval of Local Control and Accountability Plans is intended to provide guidance and best practices for county offices as they help districts create and implement continuous improvement processes.

Internal accountability for the LCAP rests with local stakeholders, elected board of education trustees, and district administrators. The county superintendent of schools, as the intermediate agent between the state and the LEAs, provides external accountability by overseeing the LCAP process in his or her county. Pursuant to Assembly Bill (AB) 1200 and the LCFF, the county superintendent of schools is the foundation of the emerging Statewide System of Support and is responsible for a combination of fiscal and academic assistance that includes progressive support and assistance to school districts when needed.
Three Criteria for Determining LCAP Approval

Throughout the review process, COEs should keep in mind the Three Criteria for LCAP approval [EC 52070(d)]:

1. **Adherence to SBE Template**
   
   The LCAP or annual update to the LCAP adheres to the template adopted by the SBE pursuant to Education Code Section 52064 (Appendix C). This includes following instructions for completing the template.

2. **Sufficient Expenditures in Budget to Implement LCAP**
   
   The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the actions and strategies included in the district’s board-adopted LCAP, based on the projections of the costs included in the plan.

   EC 42127(d)(1) states that the county superintendent of schools shall disapprove a budget if the county superintendent of schools determines that the budget does not include the expenditures necessary to implement an LCAP.

3. **Adherence to SBE Expenditure Regulations**
   
   The LCAP or annual update to the LCAP adheres to the expenditure requirements adopted pursuant to Education Code Section 42238.07, and Title 5, California Code of Regulations, Sections 15494-15497 (Appendix D), for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.

**Evaluation Rubrics / California School Dashboard**

As part of a larger system of accountability and support, the LCFF legislation called for the development of evaluation rubrics intended to provide support to LEAs in their pursuit of continuous improvement. The SBE adopted and released the evaluation rubric as the California School Dashboard – an online tool that shows how LEAs and schools are performing on the state and local indicators included in California’s school accountability system (https://www.caschooldashboard.org/). Additional performance indicators were adopted in 2018. The SBE is committed to analyzing data from the Dashboard and adjusting as necessary. The Dashboard is intended to reflect a holistic, multidimensional assessment of district and school site performance and must provide standards for school district and individual school site performance and expectations for improvement related to the LCFF state priorities. The Dashboard will allow school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement over time; assist county superintendents in identifying districts and charter schools in need of support and assistance, including differentiated assistance; and assist the state Superintendent of Public Instruction (SPI) in identifying where interventions may be warranted.

**Providing Technical Assistance**

EC 52071 states that if a county superintendent of schools does not approve a district’s LCAP, or if the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance. See the Technical Assistance section for more information.
Under EC 52071(c), the county superintendent is responsible for providing technical assistance when Dashboard results indicate that a district has not improved pupil achievement in more than one state priority described in subdivision (d) of Section 52060 for one or more student groups identified pursuant to Section 52052. This “Level 2” technical assistance provided pursuant to EC 52071(c) is called “differentiated assistance” to distinguish it from the “Level 1” technical assistance provided to all LEAs related to LCAP development, approval, and implementation.

Use of Terms

Throughout this manual, the terms “county superintendent of schools,” “county offices of education” and “COEs” are used interchangeably. In all cases, these terms refer to the statutory role of the county superintendent of schools under Education Code Sections 1240, 42127 and 52070, and following.
Chapter 2

Support and Oversight

The county superintendent of schools serves as an intermediary between the state and LEAs and is responsible for support and oversight of school districts within their jurisdiction. Generally, charters and chartering authorities function under a different set of codes and regulations. The COE’s role often expands beyond statute in response to districts’ needs for technical assistance, training and other support. Beginning in 2013-14, requirements related to the development and implementation of LCAPs expanded the COE’s role beyond the statutory requirements related to fiscal oversight (AB1200). The nexus of district budgets and the shared nature of LCAP development that is connected to the California School Dashboard reinforces the need for effective dialogue and commensurate positive working relationships between districts and COEs, and across all levels and departments within COEs as counties engage in LCAP review and approval processes.

There are many examples of effective strategies COEs use to build and strengthen relationships with districts. No single strategy will work for all COEs. Just as each district is unique to the population it serves, each COE has evolved over time to support the districts in its jurisdiction. Throughout the state, there are many ways COEs can encourage outcomes and performance while assisting districts with compliance and, ultimately, supporting students.

Strategies for Relationship Building

Successful implementation of localized funding as provided for in the LCFF and the accountability framework relies on relationships between county offices and districts that encourage thoughtful dialogue, proactive problem-solving, and inclusive planning.

The LCAP is a locally defined performance and outcome plan for students, developed pursuant to Education Code Section 52060. Responsibility related to the first level of oversight belongs to the local elected board of education working in collaboration with district staff in planning for improved student outcomes and adhering to the statute. The following guidelines are important to consider in supporting districts through their LCAP development process.

Service-Focused Support

This strategy emphasizes COE operations as a service to districts while ensuring that statutory responsibilities relating to compliance are addressed. The goal of this approach is to establish the COE as a valuable ally and resource for districts. Because of the in-depth interaction involved in providing fiscal oversight and support, COEs are able to offer technical expertise and services tailored to individual districts. This COE support includes:

- Effective and accurate professional development and training on the LCAP template, the Dashboard, and relevant statutes and regulations
- Timely follow through on all district requests
- Accurate, contextualized, and meaningful data and support
- Clear explanations of services offered as well as clarity in how these services may be obtained
It is expected that these services will evolve over time to provide districts with responsive and innovative support coordinated from COE specialists, district practitioners, and educational experts. Ultimately, the goal is to increase the capacity of districts to collect, understand, and use data to support and implement a system of continuous improvement.

**Communication Strategies Specific to LCAP**

To facilitate the development of effective relationships between county offices and districts, a positive, transparent, two-way flow of communication is essential, as is clear explanation of the COE’s expectations as they pertain to district LCAPs. Below are some communication strategies for COEs to consider with respect to LCAP reviews:

- Define and communicate the roles and responsibilities of the COE and of key COE staff regarding support for LCAP development.
- Encourage regular interaction and cooperation between LCAP development and implementation team members (stakeholders, fiscal services, instructional/curriculum services, and leadership team).
- Act as a conduit for communication and networking both within and among districts.
- Meet regularly with district leadership to share information and experiences, discuss challenges, and identify best practices.
- Communicate frequently with districts throughout LCAP development to help both COEs and districts avoid surprises during review and approval.
- Request regular communication and/or meetings between districts and their COE as they progress through LCAP development, and notify them that support is available.
- Encourage and reinforce adherence to the template and regulations not merely as a compliance exercise but as a tool for effective planning to improve outcomes for students as intended in the LCFF legislation.
- Provide information about the political context at both the state and local levels regarding LCAP development and implementation.
- Provide a timeline and a checklist for districts to use in LCAP development and submission.
- Provide an annual reminder of the five-day requirement to submit the adopted budget and LCAP to the county superintendent.
- Provide LCAP development and California School Dashboard training and support, including offers to train district staff as needed.
- Develop a working understanding and appreciation of the roles, communications and strategies used under AB1200, Williams Settlement, and all other areas of oversight.
- Become familiar with district demographics and stakeholder outreach.
- Remain neutral regarding the merits of the goals identified in the LCAP, but be available to offer input and provide guidance related to goals if requested.
- Provide technical assistance whenever and wherever needed.
- Share best practices by other school districts.
- Collaborate with other COEs.
• Coordinate and/or host joint learning opportunities for districts and COE to grow and evolve the LCAP development and implementation cycle.

Collaboration Within the County Office of Education

The LCAP review process requires several county office departments or divisions to work together (business, curriculum and instruction, human resources, special education, technology, etc.). Effective interdepartmental collaboration within COEs is necessary to ensure the review process is comprehensive and accomplished within the statutory timeline. Identifying key players in the review process both within the COE and in districts is essential. Many departments have experience in support and oversight roles for districts. An internal environment of respect for these experiences will be beneficial to all.

LCAP review teams will depend on the specific goals and actions identified in the LCAP’s three-year plan. Review teams may, at a minimum, involve:

Curriculum & Instruction

• Identify programs, actions and services that address student needs as reflected in analysis of the metrics, the California School Dashboard and stakeholder input, and ensure their alignment with associated expenditures outlined in the LCAP.
• Establish the definition of the “base instructional program” to facilitate the description of services for unduplicated pupils that are increased and/or improved beyond the base.
• Conduct additional review of LCAP, focusing on communication regarding links between actions/services and outcomes.
• Confirm adherence to the template adopted by SBE, including completion of the template consistent with the template instructions, and that all state priorities and required metrics have been coherently incorporated in the LCAP.
• In coordination with Business Services, review the Annual Update for transparency, including communication of the LEA’s analysis of effectiveness of actions and services and its impact on the LCAP.
• In coordination with Business Services, assess whether sufficient expenditures are budgeted to implement LCAP.
• In coordination with Business Services, assess description of proportionality increase and/or improved services for unduplicated pupils, including whether any proposed schoolwide or districtwide uses of funds are described.
• Where required, review the description of the basis for determining that using supplemental and concentration funds in a schoolwide or districtwide program is the most effective use of these funds.

Business Services

• In coordination with Curriculum & Instruction, review the Annual Update for transparency.
• In coordination with Curriculum & Instruction, assess the sufficiency of associated expenditures included in budget.
• Verify alignment between expenditures described in the LCAP and those included in the budget.
• Confirm the district’s calculation of estimated supplemental and concentration grants amount and minimum proportionality percentage (MPP).
• Confirm figures in the LCAP related to total general fund expenditures and total estimated LCFF revenue.
• In coordination with Curriculum & Instruction, assess the descriptions of proportionality increase and/or improved services for unduplicated pupils.

Additional support may involve review teams from:

**Information & Educational Technology**
- Review technology related instructional goals and actions.
- Review goals and actions that involve changes to technology infrastructure.

**Human Resources**
- Review and assess appropriate credentials, as connected to State Priority #1 or other areas, as appropriate.

**Special Education**
- Review and assess special education goals, outcomes, services and expenditures, if listed.

**Foster Youth**
- Review and assess actions and services designed to meet the local needs of foster youth.

**Special Programs**
- Review and assess goals, outcomes, services and expenditures, if listed, for special programs such as alternative education, community school, CTE programs, after school programs, and others as appropriate.

**Existing Areas of Oversight**

Existing and established areas of oversight and support, including roles and processes, in various COE departments may prove a valuable resource. These can offer guiding points that can smooth the development of the LCAP approval process.

COEs can lean on the experiences of AB1200, Williams, and the No Child Left Behind Act (NCLB), all of which have helped shape this manual’s guidelines for interdepartmental collaboration, facilitation of communication, and timeline building.

Since the introduction of AB1200 in 1992, COEs have grown into the role of management assistance and oversight. The lessons learned in these years are invaluable and should be considered during the development of LCAP review and approval processes. Many of the strategies mentioned earlier in this chapter were gleaned from the experience of AB1200 oversight as well as the experience of county offices of education in providing instructional planning and support activities in program improvement, DAIT, SAIT, and other statewide initiatives.
Chapter 3

LCAP Review and Approval Process

To assist COEs in the LCAP review and approval process, this chapter describes California’s implementation of the Every Student Succeeds Act (ESSA), the impact of ESSA on the LCAP process, and two LCAP reviewer’s tools that can assist in the review process. This chapter also provides details on the LCAP review process and approval timeline as they relate to district budget approval, as well as strategies for building cross-departmental review teams and guidelines in case an LCAP is not approved.

California’s Every Student Succeeds Act (ESSA) Plan and the LCAP Process

LEAs that apply for Every Student Succeeds Act (ESSA) funds are required to complete the LCAP, the LCAP Federal Addendum Template, and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the ESSA LEA Plan requirement.

In January 2019, the SBE approved changes to the LCAP template to address requirements of Section 1111(d) of ESSA, to reduce duplication of effort for LEAs when completing the LCAP and the LCFF Budget Overview for Parents, and to make minor conforming changes to the Addendum and Appendices in the template. Section 1111(d)(1)(B) of ESSA requires LEAs, in partnership with stakeholders, to locally develop and implement a comprehensive support and improvement (CSI) plan to improve student outcomes for each school identified for CSI; among other requirements, Section 1111(d)(1)(B)(v) requires that these plans be approved by the school, the LEA, and the State Educational Agency (SBE).

California will address this requirement through the LCAP process and the school planning process.

1. At the school level, the LEA will work collaboratively with the school site council at each school identified for comprehensive support to develop the school plan for student achievement (SPSA) using the updated SPSA template. California Education Code 64001 and the ESSA require schools that receive federal funds through the ConApp to consolidate all school planning requirements into the SPSA. The school plan will be approved by the governing board of the LEA.

2. At the LEA level, the LEA will report efforts to support its identified schools in the LCAP Plan Summary section via the following three new prompts:
   a. Identify the schools within the LEA that have been identified for CSI.
   b. 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.
c. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

3. At the county level, as part of the LCAP approval process, the county office will ensure LEAs with schools identified for CSI complete the prompts included in the Comprehensive Support and Improvement section of the LCAP template. This requirement includes charter schools, which means that county offices will be responsible for reviewing this section of charter school LCAPs for any charter schools identified for CSI.

4. At the state level, the CDE will compile a list of approved LCAPs with CSI plan summaries and recommend these plans to the SBE for approval.

Addressing ESSA requirements in this way ensures that the LEA remains the locus of responsibility for supporting school improvement; that there is no separate, compliance-oriented school improvement plan; and that school improvement strategies align with the overall goals and actions/services for the LEA.

Using the Reviewer’s Tools

LCAP Review Checklist (Appendix A)

The Template Compliance Review Checklist provided may be used to determine if a district’s LCAP addresses the statutory and regulatory requirements for approval. The Compliance Review Checklist guides the reviewer through each section of the LCAP and provides a record for tracking findings.

LCAP/Budget Adoption Process (Appendix B)

The flowchart guides reviewers in understanding the interaction between district budget and LCAP adoption, submission and approval timelines. It also summarizes the processes required if a district’s budget or LCAP is disapproved by a COE.

LCAP and Budget Approval Nexus

The LCAP approval process and budget approval process are interdependent. Budget approval is not possible without prior approval of a district’s LCAP. If a county superintendent does not approve a district’s LCAP on or before September 15, the county superintendent may not approve a district’s annual budget. Because of this timing, county superintendents may need to pursue district LCAP approvals within the same time frame as budget approvals, if possible. Refer to the flowchart provided in Appendix B.

This nexus presents COEs with a unique challenge that highlights the need for COEs to develop a comprehensive timeline for oversight processes: one that recognizes the effort required by districts; considers the interdepartmental collaboration required for LCAP review and approval; and allows for unanticipated challenges.

The requirement for local stakeholder involvement in LCAP development compels districts to start budget planning and LCAP development processes early. COEs can help districts by providing sample timelines, information and status update requests, and by encouraging districts to share LCAP drafts throughout the development process.
Though LCAP approval is required by October 8, the recommended approval date is September 15 to coincide with budget approval timelines. If a district’s LCAP is not approved by September 15, a conditional budget approval may be an option [EC 42127(c)(d)], where appropriate.

The LCAP approval timeline provides an additional three weeks beyond the timeline to approve the annual budget. This additional time allows for written clarification, required by August 15, between the county superintendent and the district board, where clarification is needed prior to granting approval of a district’s LCAP. This clarification timing is as follows:

**On or before August 15**
- County superintendent of schools may seek clarification in writing about the contents of the LCAP or annual update.
- Within 15 days, the governing board of a school district shall respond, in writing, to requests for clarification.
- Within 15 days of receiving response, the county superintendent of schools may submit recommendations, in writing, for amendments to the LCAP or annual update.
- The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations.

**On or before October 8**
County superintendent shall approve a district’s LCAP, provided the district meets the three criteria in EC 52070(d).

**When an LCAP is Not Approved**
If a county superintendent is not able to determine adherence to the SBE template, sufficient expenditures in the budget to implement the LCAP, and/or adherence to the expenditure regulations, the LCAP shall not be approved. If the sole reason for budget disapproval is the lack of an approved LCAP or annual update, the requirement for formation of a budget review committee is waived. When an LCAP is not approved, the county superintendent shall then provide technical assistance as described in the flowchart in Appendix B.

**Technical Assistance**
The Education Code states that technical assistance that shall be provided by the county superintendent in any of the following circumstances:

1. The governing board of a school district requests technical assistance with its LCAP or any other technical assistance support. [Technical assistance provided at the request of a school district shall be paid for by the school district requesting the assistance];

2. The county superintendent does not approve the LCAP or annual update; or

3. Based on the California School Dashboard, the district fails to improve pupil achievement across more than one state priority for one or more student groups identified pursuant to Section 52052, as described in EC 52071(c).
When a county superintendent does not approve a district’s LCAP, Education Code 52071(b) requires the county superintendent to provide technical assistance focused on revising the LCAP or annual update so that it can be approved.

If a district fails to improve pupil achievement across more than one state priority for one or more student groups, EC 52071(c) requires the county superintendent to provide technical assistance focused on building the school district’s capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

1. Assisting the school district in identifying strengths and weaknesses in regard to the state’s priorities, including reviewing performance data on the state and local indicators included in the California School Dashboard and other relevant local data, and identifying effective, evidence-based programs that address any areas of weakness.

2. Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts. These experts would assist in identifying and implementing effective programs and practices designed to improve performance in any areas of weakness identified by the school district. The county superintendent, in consultation with the school district, may also solicit another service provider, including but not limited to a school district, county office of education, or charter school, to act as a partner to the district in need of assistance.

3. Obtaining from the school district timely documentation demonstrating that it has:
   a. completed the activities described in paragraphs (1) and (2) above, or substantially similar activities,

      OR

   b. selected another service provider to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities.

Regardless of whether the approach in item a or b above is used, maintain ongoing communication with the school district to assess the school district’s progress in improving pupil outcomes.

4. Requesting the assistance of the geographic lead or the California Collaborative for Educational Excellence (CCEE). If assistance is requested from the geographic lead, the geographic lead may request that another geographic lead agency, an expert lead agency, a special education resource lead, or the California Collaborative for Educational Excellence provide the assistance.
Strengths and Weaknesses Analysis

A strengths and weaknesses analysis is an additional, deeper review that does not itself form the basis for disapproval of the LCAP, nor is it limited to a district’s LCAP.

A strengths and weaknesses analysis:
- Identifies areas of strengths and areas in need as related to state and local priorities
- Includes a review of effective, evidence-based programs that address any areas of weakness

This analysis, among other things, shall be used under the following conditions:
- When a district’s LCAP is not approved
- Upon request for technical assistance from the governing board of a school district
- If a district fails to improve pupil achievement across more than one state priority for one or more student groups

Evaluation Rubrics / The California School Dashboard

The LCFF evaluation rubrics, as implemented in the California School Dashboard, are envisioned as a part of a larger system that supports the overall objectives of the LCFF to improve student outcomes, support transparency and increase equity. The Dashboard allows school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents to identify districts in need of support and assistance; assist the county superintendent or chartering authority in determining technical assistance to eligible charters as outlined in EC 47607.3; and assist the SPI in identifying where interventions may be warranted. Furthermore, the Dashboard is intended to guide LCAP development by identifying both strengths and areas in need of continuing improvement. The Dashboard reflects a holistic, multidimensional assessment of district and school site performance and must provide standards for school district and individual school site performance and expectations for improvement related to the LCFF state priorities. As described in the Plan Summary section, the LCAP template now requires data from the evaluation rubrics as represented in the Dashboard to be included in the content of the plan and factored into analysis.

The Dashboard is intended to:
- Align to the LCFF design principles: (1) student-focused, (2) equity, (3) transparency, and (4) performance.
- Serve as a resource that districts find useful.
- Provide support to promote continuous improvement.
- Help districts focus on student-level outcomes.

Use of the Dashboard as a tool to review data and reflect on areas of greatest growth, areas of greatest need, and performance gaps was first implemented as part of the LCAP in 2017-18.
Chapter 4

Components of an LCAP Review

This chapter will guide the reviewer through the components of an LCAP and will provide context and content for a thorough review process.

The following are section-by-section guidelines for an LCAP reviewer to verify that a district’s LCAP meets the approval criteria. For additional guidance, see the Template Compliance Review Checklist, Appendix A.

Template Sections

There are five sections of the LCAP template. The sections are titled: Plan Summary; Annual Update; Stakeholder Engagement; Goals, Actions, & Services; and Demonstration of Increased or Improved Services for Unduplicated Pupils. The template was designed to comply with Education Code requirements and related regulations. Instructions and guiding questions are intended to be helpful to the reviewer’s thinking about each section. The data used (also referred to in the LCAP as the required metrics or the specified measures and objectives for each state priority as set forth in EC 52060(d) and 52066(d)) shall be consistent with the school accountability report card (SARC) where practical. For some goals and state priority areas, districts may use data that is more recent than the latest SARC.

Plan Summary

The Plan Summary was added to the template to address concerns that adopted LCAPs were too long and complicated to decipher. The intent of the Plan Summary is to provide a brief overview of student performance, to highlight elements in the LCAP that the LEA believes are important, and to promote fiscal transparency. LEAs are encouraged to view the summary as an opportunity to tell their story in concise and easily understandable terms. Each of the summary sections must be completed in each year of a three-year LCAP. The template instructions state that in year 2 or 3 of the LCAP LEAs should enter “the appropriate LCAP year [in the box at the top right of the template] and replace the previous summary information with information relevant to the current year LCAP.” The reviewer will verify that references to the evaluation rubrics (as represented in the California School Dashboard) in the LCAP are accurate. Please note that LEAs may use an alternate format for the Plan Summary as long as all the required information is included.

The Story:

Briefly describes the students and community and how the LEA serves them. The Story box may also be used to articulate an overarching vision statement for “student success” as reflected in the LCAP.

Review Note – COEs should verify that this section was completed and that the information is understandable. Key elements to look for include a description of the students and community being served and how the LEA serves them. Although LEAs are required to complete each section of the summary each year, it is possible that the information in this section will remain unchanged from year to year.
LCAP Highlights:
Identifies and briefly summarizes the key features of this year’s LCAP. This might be a restatement of Goals deemed the highest priority, or a calling out of some of the most important Expected Measurable Annual Outcomes, or some other distillation of the Goals, Actions, & Services section of the LCAP. LEAs should approach this as an opportunity to emphasize the plans in the LCAP for the coming year that they most want constituents to be aware of and remember. LEAs should not attempt to summarize or restate all actions/services included in the LCAP.

Review Note – COEs should verify that this section was completed, information is understandable, and that the highlighted items are included in the LCAP for the current year.

Review of Performance:
This section communicates the outcomes of the LEA’s continuous improvement plan to stakeholders, connects the LCFF evaluation rubrics (as represented in the Dashboard) and other data sources to the LCAP, and highlights the district’s greatest successes and challenges to date.

Greatest Progress
Based on a review of state and local indicators of student performance included in the evaluation rubrics (as represented in the Dashboard), local self-assessments, stakeholder input, or other information, identifies the progress of which the LEA is most proud and details how the LEA plans to maintain or build upon that success.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, and that the stated plan to maintain or build upon success is included in the LCAP. Information provided in this section should include an area of significant progress and the LEA’s plans to maintain or build on that success. Note that the prompt allows LEAs to emphasize progress as indicated by the LCFF evaluation rubrics, “local self-assessments, stakeholder input, or other information,” so no specific indicator source is required.

Greatest Needs
Based on the evaluation rubrics (Dashboard), addresses any state or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or received a “Not Met” or “Not Met for Two or More Years” rating, and outlines what steps the district will take to address these needs.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all areas within “Red” or “Orange” or “Not Met” in the evaluation rubrics (Dashboard) are included, and that the stated plan to address greatest needs is included in the LCAP. Note that the LEA may choose to identify other areas of need that do not fall into the listed rating categories. If the LEA did not receive any “Red,” “Orange,” “Not Met” or “Not Met for Two or More Years” ratings, it should use local data as a basis to identify areas of greatest need and describe how they will be addressed (with links to Goals, Actions, and Services) in the LCAP.
Performance Gaps

Based on the evaluation rubrics (Dashboard), addresses any state or local performance indicator for which the performance of any student group was two or more performance levels below the “all student” performance, and identifies how the LEA will address the performance gaps through the LCAP goals, actions/services, and/or expenditures.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, that all areas in which rubric (Dashboard) color gaps are 2 or more have been included, and that the LEA identified the steps it will take to address these performance gaps through the LCAP goals, actions/services, and/or expenditures. Note that if the LEA did not have any student groups performing two or more levels below “all students” on any indicators, it can choose to enter a statement to the effect of “The district had no performance gaps.”

Comprehensive Support and Improvement:

This section was added to the LCAP template beginning with the 2019-20 LCAP year. This new requirement is linked to the Every Student Succeeds Act (ESSA) Consolidated State Plan and is intended to align the school planning and improvement process for schools that meet the criteria for Comprehensive Support and Improvement (CSI) with the LEA’s continuous improvement process reflected in the LCAP. LEAs will receive information regarding schools qualifying for CSI from the state and should complete the prompts described below. The reviewer will verify the list of schools identified and ensure that all prompts are completed.

Schools Identified

Lists the schools within the LEA that have been identified for CSI. Each year the state will release a list of schools that qualify for CSI.

Review Note – If schools were identified, COEs should verify that all identified schools within an LEA are listed.

Support for Identified Schools

Describes how an LEA intends to support the identified schools in developing plans and identify resource inequities to be addressed.

Review Note – If schools were identified, COEs should verify that this prompt has been addressed and that the information is understandable. If one or more if the identified schools is going through the WASC accreditation process and will use the WASC process to fulfill ESSA requirements, the LEA may indicate this.

Monitoring and Evaluating Effectiveness

Describes how the LEA will track the effectiveness of CSI plans at identified sites.

Review Note – If schools were identified, COEs should verify that this prompt has been addressed and that the information is understandable. If one or more if the
identified schools is going through the WASC accreditation process and will use the WASC process to monitor and evaluate effectiveness, the LEA may indicate this.

**Annual Update**

This section captures the progress toward the expected annual outcomes, including the required metrics detailed in Education Code Sections 52060 and 52066 for each goal from the prior year’s LCAP. Each prior year goal has its own Annual Update. The recap must include an assessment of the effectiveness of the specific actions and a description of any changes to the actions or goal the district will make as a result of the review.

**Original Goal from Prior Year LCAP:**

Creates an Annual Update table for each goal from the prior year LCAP.

Review Note – COEs should verify that each goal from the prior year’s LCAP is included and that the same wording is used as in the original LCAP.

**State and/or Local Priorities Addressed by this Goal:**

Identifies the state and local priorities addressed in the goal.

Review Note – COEs should verify that the priorities addressed in the goal are the same as in the original LCAP.

**Expected Annual Measurable Outcomes:**

Identifies the expected outcomes for students using, at a minimum, the metrics in Education Code Section 52060.

Review Note – COEs should verify that the expected annual measurable outcomes for each goal are the same as in the original LCAP.

**Actual Annual Measurable Outcomes:**

Provides comparative metrics and other local data connected to the goal, revealing how outcomes have changed for the student groups that the goal was designed to address.

Review Note – COEs should verify that actual outcomes are included for each expected outcome and that the information is understandable.

**Planned Actions/Services:**

Identifies what the planned actions and services were for the goal.

Review Note – COEs should verify that the planned actions/services for each goal are the same as in the prior year LCAP.

**Actual Actions/Services:**

Details which actions and services were provided.

Review Note – COEs should verify that actual actions/services are included for each planned action/service and that the information is understandable.
Planned Expenditures:
Identifies the budgeted expenditures for the planned actions and services.

Review Note – COEs should verify that the planned expenditures for each action/service are the same as in the prior year LCAP.

Actual Expenditures:
Details what the estimated actual annual expenditures were for the actions and services at the time of the LCAP writing.

Review Note – COEs should verify that estimated actual annual expenditures are included for each planned expenditure and that the information is understandable.

Analysis:
Uses actual annual measurable outcome data, including performance data from the evaluation rubrics (Dashboard), as applicable, to analyze the following areas at the goal level:

Describe the overall implementation of the action(s)/service(s) to achieve the articulated goal, and include a discussion of relevant challenges and successes experienced with the implementation process.

Review Note – COEs should verify that the following are included: 1) a description of the implementation of the actions/services toward the achievement of the goal; and 2) a discussion of relevant challenges and successes during the implementation process.

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

Review Note – COEs should verify that a description of the overall effectiveness of actions/services toward the achievement of the goal is included.

Explain any material differences between planned expenditures and actual expenditures.

Review Note – Material differences will vary by district size and expenditures planned.

Describe any changes made to the goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the evaluation rubrics (Dashboard), as applicable, and identify where those changes can be found in the LCAP.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, that the stated changes to LCAP goals, expected outcomes, actions/services, and/or expenditures are included in the LCAP, and that the location of changes is provided.
Stakeholder Engagement

This section describes the consultation process the district had with parents, pupils, school personnel, local bargaining units and the community, and how that engagement contributed to the development of the LCAP.

LCAP Year

Indicates the LCAP year that the Stakeholder Engagement section addresses.

Involvement Process for LCAP and Annual Update

Describes actions the district used to obtain meaningful engagement and demonstrates how stakeholders were consulted in the progress toward the LCAP goals and the creation of the Annual Update. This description may include evidence such as dates of meetings, dates when surveys were distributed or made available, dates of consultations, and other pertinent facts, including the data and information provided to stakeholders, and disclosing all actions the district used to meaningfully engage stakeholders in the LCAP development process.

Review Note – COEs should verify that this section was completed, that the information is understandable, and that the section includes specific references to engagement with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils. It is required that all of these groups are identified in this section.

Impact on LCAP and Annual Update

Includes the input from the involvement process that yielded goals and/or actions and services for the upcoming LCAP year. A summarized version of the input may be included as adjustments to goals, actions or services made as a result of the review and assessments.

Review Note – COEs should verify that this section was completed, that the information is understandable, and that any stated changes to LCAP goals, expected outcomes, actions/services, and/or expenditures as a result of this engagement process are included in the LCAP.

Goals, Actions, and Services

The Goals, Actions, and Services section of the LCAP focuses on the goals, actions, expenditures, and progress indicators identified by the district. The reviewer will verify that data is provided that led the district to create each goal, whether the goal is designed for specific student groups or schools, and how the district will measure progress toward the goals. The section lists which of the eight state priorities the goal is linked to and identifies the related metric or metrics that will measure differences or improvements for the students in each of the next three years.

Goals may be combined to address more than one student group and/or more than one state priority when analysis of local data determines the needs are similar. If a single goal requires longer than one year to fully implement, the reviewer will look to see that the LCAP reflects the annual anticipated progress the district expects to achieve for each student group. These annual benchmarks will help districts, county offices of education, and the community monitor the progress of the plan.
**Goal Status**
Indicates if the goal is new, modified, or unchanged from the previous year’s LCAP as described in the LCAP instructions (see Appendix C).

Review Note – COEs should verify against the prior year LCAP that this section was completed correctly.

**Goal**
Describes goal’s desired impact and ultimate outcome toward which all actions/services are directed.

**State and/or Local Priorities Addressed by this Goal:**
For each LCAP year, all state priorities are addressed in at least one of the district’s LCAP goals. Some goals may address more than one state priority.

Review Note – COEs should verify that each state priority is addressed by at least one goal.

**Identified Need**
Notes the district’s identified quantitative data or qualitative information used to demonstrate to stakeholders and to the district the need for the goal, including but not limited to the results of the stakeholder engagement process, the annual update process, or performance data from the evaluation rubrics (Dashboard).

Review Note – COEs should verify that this section was completed, and that the information is understandable.

**Expected Annual Measurable Outcomes**
For each year, identifies and describes specific expected measurable outcomes, and states baseline data for these indicators. Goal tables, in the aggregate, must address the required metrics for every state priority in each LCAP.

Review Note – COEs should verify that each required metric, including baseline data that will remain unchanged during the three-year period, is addressed in the LCAP, and that at least one of the corresponding metrics for each identified state and/or local priority addressed by the goal is included. LEAs may identify metrics for specific student groups. For metrics associated with state priorities 5 or 6, rates are calculated as specified in Appendix A of the LCAP Template.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**
If an action/service does not contribute to the Increased or Improved Services requirement, then each of the following fields must be completed. Reviewers must verify that if this section is completed, then the “Actions/Services included as contributing” section is left blank.

**Students to be Served**
Identifies the students to be served for each action/service. Indicates “ALL” if the action to be performed or the services to be provided is/are for all pupils. Indicates
“Students with Disabilities” if the action or service serves this student group. Indicates and/or specifies the student group in “[Specific Student Group(s)]” (Education Code 52052) that will benefit from the action, and/or will receive the services.

Review Note – COEs should verify that this section was completed, and that only one of the three options within this section is indicated.

**Location(s)**

Identifies the school sites covered for each action/service. District may indicate “All schools,” specify an individual school or a subset of schools under “Specific Schools,” or specify grade spans (e.g., all high schools or grades K-5) under “Specific Grade spans.”

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.

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

If an action/service does contribute to the Increased or Improved Services requirement, then each of the following fields must be completed. Reviewers must verify that if this section is completed, then the “Actions/Services not included as contributing” section is left blank.

**Students to be Served**

Identifies the students to be served for each action/service. Indicates “English learners,” “foster youth,” or “low income” if the action or service serves this student group.

Review Note – COEs should verify that this section was completed. Note that more than one student group may be identified in this section.

**Scope of Services**

For actions/services that are indicated as contributing to increased or improved services, identifies the scope of services. Indicates “LEA-wide,” “schoolwide,” or “limited to unduplicated student group(s)” depending on scope of implementation of action/service as described in the LCAP instructions (see Appendix C).

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.

**Location(s)**

Identifies the school sites covered for each action/service. District may indicate “all schools,” specify an individual school or a subset of schools under “specific schools,” or specify grade spans (e.g., all high schools or grades K-5) under “specific grade spans.”

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.
**Actions/Services**

Identifies the following:

*Action/Service Status:* Indicates whether the action/status is new, modified, or unchanged from the previous year’s LCAP; and

*Actions/Services:* Identifies the actions to be performed and services provided in each year to meet the described goal.

**Review Note** – COEs should verify that this section was completed, that the information is understandable, and should verify Action/Service Status against the prior year LCAP. Note that it is not the COE’s responsibility to make a judgment on the probability of success of a specific action or service, only whether an action or services addresses one of the eight state priorities and identified metrics or any local priority. If a planned action/service is indicated as remaining “unchanged” for the duration of the LCAP, the district may choose to check the status box and leave the action/service descriptions blank for years 2 and 3.

**Budgeted Expenditures**

Describes the budgeted expenditures to implement these actions, for each LCAP year and for each action/service, including the following information:

- Expenditure amount,
- Expenditure source, and
- Budget reference.

**Review Note** – COEs should verify that this section was completed, that the information is understandable, and should confirm that expenditure amounts, sources and budget references are included for each action/service. Reviewers shall verify the location of each expenditure in the budget for the LCAP year and the classification of expenditures using the California School Accounting Manual. A classified expenditure uses a Standardized Account Code Structure (SACS) code or name of a specific expenditure category (e.g., teacher salaries, counselor salaries, employee benefits, instructional services, pupil support services, etc.).
Demonstration of Increased or Improved Services for Unduplicated Pupils

This section details the use of supplemental and concentration funds to meet the requirement to increase and/or improve services proportionally to the increase in funding to these funds. All prior year tables for each of the three years should be retained in the LCAP.

**LCAP Year**

Indicates the LCAP year for the set of tables below.

**Estimated Supplemental and Concentration Grant Funds**

Describes the total amount of supplemental and concentration grant funds in the LCAP year calculated per 5 CCR 15496(a)(5).

Review Note – COEs should verify that this section was completed and confirm the amount of supplemental and concentration grant funds for each year.

**Percentage to Increase or Improve Services**

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

Review Note – COEs should verify that this section was completed and confirm the percentage to increase or improve services for each year.

**Description of Increasing or Improving Services for Unduplicated Pupils Requirement**

Describes how these funds are being expended in the LCAP year. Describes and demonstrates how the services provided in the LCAP year for low-income students, foster youth and English learners provide for increased or improved services for these students in proportion to the increase in funding provided for such students in that year as calculated pursuant to 5 CCR 15496(a)(7). Districts are required to describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils, as detailed in the following section.

Review Note – COEs should verify that this section was completed and that the information is understandable. The reviewer shall verify that this section includes a description of, and justification for, each use of funds in a districtwide or schoolwide manner as specified in 5 CCR 15496 and as detailed below. The reviewer shall also determine if the district provided an adequate description of increased and/or improved services as required.
Use of Supplemental and Concentration Funds

Title 5, California Code of Regulations, Section 15496(b) identifies the conditions under which a district may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide or schoolwide purposes. Pursuant to Education Code Section 42238.07(a)(2), a district may demonstrate it has increased or improved services for unduplicated pupils under subdivision (b) of CCR 15496 by using funds to upgrade the entire educational program of a school site or a school district.

Education Code Section 52070(d)(3) states that the county superintendent shall determine if the LCAP or annual update adheres to the expenditure regulations for supplemental and concentration funds, which are found in Title 5, California Code of Regulations, Sections 15494-15497. See Appendix E. In making the determination regarding adherence to expenditure requirements, the county superintendent shall include review of any required descriptions provided for expenditures of supplemental and concentration grant funds. When on a districtwide or schoolwide basis, the county superintendent shall determine whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to 5 CCR 15496(a). If a county superintendent does not approve an LCAP because the district failed to meet its requirement to increase and improve service, the superintendent shall provide technical assistance to the district in meeting that requirement pursuant to 5 CCR 15497 and EC 52071.

For districtwide usage of funds, the following applies:

Districts in which unduplicated pupils make up 55 percent or more of the district’s total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a districtwide basis.

The reviewer shall determine if the following two criteria shall be met:

- The district has identified in the LCAP those services provided districtwide.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district’s goals for its unduplicated pupils in state and/or local priority areas.

Districts in which unduplicated pupils make up less than 55 percent of the district’s total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. The reviewer shall determine if the following three criteria are met:

- The district has identified in the LCAP those services provided districtwide.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district’s goals for its unduplicated pupils in state and/or local priority areas.
- The district has described how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. This includes providing the basis for this determination including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory according to 5 CCR 15496(b).
For schoolwide usage of funds, the following applies:
A district with a school in which the enrollment of unduplicated pupils is 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a schoolwide basis. The reviewer shall determine if the following two criteria are met:

- The district has identified services that are provided schoolwide in the LCAP.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

Schools in which the enrollment of unduplicated pupils is less than 40 percent of the school’s total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) also may expend supplemental and concentration grant funds on a schoolwide basis. The following three criteria shall be met:

- The district identified services that are provided schoolwide in the LCAP.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.
- The district has described how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. This includes providing the basis for this determination including any alternatives considered and any supporting research, experience, or educational theory according to 5 CCR 15496(b).

Review note – Adherence to the LCFF spending regulations as demonstrated in the LCAP has been the subject of a number of Uniform Complaint filings against districts around the state, and in some cases against the COE that approved the LCAP in question. See the Uniform Complaint Procedure and LCAP section below for further information.

### Calculating the Percentage to Increase or Improve Services (MPP)

COEs should work with districts during the LCAP development process to ensure the calculation and demonstration of increased and improved services adheres to the regulations.

Starting with the 2019-20 LCAP adoptions, LCFF is at full implementation. Calculating the MPP at full LCFF implementation begins by adding supplemental and concentration grants together and then dividing by all other LCFF funding (less Targeted Instructional Improvement Block Grant (TIIG) and Transportation add-ons). For example:

| All other LCFF Funding (less TIIG & Transportation) | $10,000,000 |
| Supplemental and Concentration | $1,000,000 |
| MPP (1,000,000/10,000,000) | 10% |
Oversight of Supplemental and Concentration Grants

The LCFF provides additional funding for low-income, English learner, and foster youth students. Districts must increase or improve services to these pupils in proportion to the increase in funding. The MPP represents the minimum level of increased or improved services provided to unduplicated pupils, above services provided to all pupils.

Under the third criteria for LCAP approval, county offices of education shall ensure each district’s LCAP adheres to the expenditure regulations adopted by the SBE under 5 CCR 15494 and following, and includes the method for calculating the amount each district shall increase or improve services. Due to varying demographics across the state, each district will have its own unique increased proportionality requirement. COEs shall verify the district's description of increased or improved services to unduplicated pupils as compared to the services provided to all pupils. Refer to the Districtwide and Schoolwide Use of Supplemental and Concentration Funds section above.

Uniform Complaint Procedures and LCAP

Pursuant to EC 52075, a complaint that an LEA has not complied with the legislative and regulatory requirements related to LCAP may be filed using the Uniform Complaint Procedures. In June 2017 EC 52075(e) was added to specify that if the SPI finds merit in a complaint that a county superintendent improperly approved a district’s adopted LCAP, then the SPI “shall provide technical assistance to the county superintendent of schools focused on improving the county superintendent of schools’ review and approval of local control and accountability plans.”

Most of the UCPs filed to date have revolved around adherence to the LCFF spending regulations. The CDE’s review has focused on the quality and sufficiency, or lack thereof, of a district’s justification for the use of supplemental and concentration grant funds on a schoolwide or districtwide basis.

LCAP Definitions and Code Requirements

Comprehensive Support and Improvement

In accordance with the ESSA, schools are eligible for Comprehensive Support and Improvement (CSI) when they are identified in one of the following two categories:

1. The “CSI–Low Graduation Rate Schools” category, for 2018, consists of schools that have a two-year average high school graduation rate below 67 percent. This graduation rate criteria applies to both Title I–funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2017 and 2018 to be eligible for identification in this category.

2. The “CSI–Lowest Performing Schools” category, for 2018, consists of schools that received Title I funding for the 2017–18 school year and are
the lowest performing based on the 2018 Dashboard data. At least five percent of the Title I–funded schools must be identified in this category.

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is CSI–Low Graduation Rate Schools. Schools identified for CSI based on graduation rate that happened to also be Title I–funded are removed from the pool prior to the identification of Title I–funded schools in the CSI–Lowest Performing Schools category.

The lowest-performing Title I schools—as required by ESSA—will be identified based on the data in the 2018 Dashboard, using the color combinations that schools receive at the school level (i.e., not student group level) on the Dashboard indicators. The selection criteria are:

- Schools with all red indicators;
- Schools with all red indicators except one, which may be any other color;
- Schools with all red or orange indicators; and
- Schools with five or more indicators, the majority of which are red.

Consult

Education Code 52060(g) requires a district to consult with teachers, principals, administrators, other school personnel, local bargaining units of the district, parents and pupils in developing a local control and accountability plan. The provision does not require the superintendent to respond in writing to comments received during the consultation(s).

Consultation with pupils, as used in Education Code 52060 and 42238.02, requires a process to enable pupils, including unduplicated pupils and other student groups large enough to receive a performance level on the Dashboard, to review and comment on the development of the LCAP. Education Code 48985 specifies translation requirements for notices, reports, statements or records sent to a parent or guardian.

English Learner Parent Advisory Committee

Education Code 52063(b)(1) states that the governing board of a school district shall establish an English learner parent advisory committee if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners. A majority of members must be parents of English learners.

Education Code 52063(b)(2) does not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board already has established a committee that meets the requirements of this subdivision.

Education Code 52062(a)(2) requires the superintendent to present the LCAP to the English learner parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received from the committee.
Ethnic and Other Student Groups

Ethnic and other student groups are referred to as “student groups” in the LCAP and Annual Update Instructions and the California School Dashboard. Education Code Section 52052 identifies the following student groups: ethnic groups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth, and homeless youth. See “Minimum Number of Students to Receive a Performance Level” for information regarding student group size.

Every Student Succeeds Act (ESSA)

Reauthorization of the federal Elementary and Secondary Education Act (ESEA) which includes a requirement for each State to develop a plan aimed at improving education in low-performing schools. In November 2018, the SBE approved revisions to the ESSA Consolidated State Plan that include elements to help align accountability requirements with LCAP timelines.

LCAP Approval

Education Code 52060 states that the adoption of the LCAP by the governing board of the school district will be effective for three years and will be updated on or before July 1 of each year.

Education Code 52070 states the county superintendent shall then approve district LCAPs and annual updates if he or she determines the district’s LCAP adheres to the SBE template, has sufficient expenditures in the budget to support the LCAP, and adheres to the expenditure requirements for supplemental and concentration funds.

LCFF Budget Overview for Parents

Education Code Section 52064.1 requires that COEs, school districts and charter schools develop the LCFF Budget Overview for Parents in conjunction with the LCAP beginning with the 2019-20 LCAP year.

The Budget Summary portion of the Plan Summary has been removed from the LCAP template for the 2019-20 LCAP year and replaced with the LCFF Budget Overview for Parents template.

LCAP Requirements – Actions and Eight State Priorities

Education Code 52060(d) identifies eight state priorities that shall be addressed annually in the district’s goals.

1) Basic

Education Code 52060(d)(1) – Teachers are appropriately assigned and fully credentialed in the subject area for the pupils they teach, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

2) Implementation of State Standards
Education Code 52060(d)(2) – Implementation of academic content and performance standards and English language development standards, including how the programs and services will enable English learners to access the common core academic content standards and the English language development (ELD) standards to gain academic content knowledge and English language proficiency.

3) Parental Involvement

Education Code 52060(d)(3) – Efforts to seek parent input in decision making at the district and each school site, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

4) Pupil Achievement

Education Code 52060(d)(4) – Pupil achievement, as measured by all of the following as applicable:

Statewide assessments as certified by the SBE,

The percentage of students who have successfully completed courses that satisfy University of California (UC) and California State University (CSU) entrance requirements, or programs of study that align with state board-approved career technical educational standards and frameworks,

The percentage of English learners who made progress toward English Language Proficiency Assessments for California (ELPAC) or any other subsequent assessment as certified by the SBE,

English learner reclassification rate,

The percentage of pupils who have passed an advancement placement test with a score of 3 or higher,

The percentage of pupils who participate in and demonstrate college preparedness as assessed in Early Assessment Program or any subsequent assessment of college preparedness.

5) Pupil Engagement

Education Code 52060(d)(5) – Pupil engagement, as measured by all of the following as applicable: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

6) School Climate

Education Code 52060(d)(6) – School climate, as measured by all of the following as applicable: pupil suspension rates, pupil expulsion rates, and
other local measures of pupils, parents and teachers on the sense of safety and school connectedness.

7) Course Access

Education Code 52060(d)(7) – The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 1 to 6 in Education Code 51210 (English, mathematics, social science, science, visual and performing arts, health, physical education, and other studies as prescribed by the local governing board) and all the subject areas for grades 7 to 12 listed in Education Code 51220 (English, social science, world language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the local governing board).

8) Other Pupil Outcomes

Education Code 52060(d)(8) – Pupil outcomes in the subject areas listed in Education Code 51210 and Education Code 51220.

LCAP Template

Education Code 52060 states that the governing board of each school district shall, by July 1, 2014, adopt a local control accountability plan using the template approved by the SBE.

Minimum Number of Students to Receive a Performance Level in the Dashboard

Performance levels are reported for all students and for any student group that has at least 30 students in both the current and prior year. An exception is made for foster youth and homeless youth at the LEA level where performance levels will be reported if there are at least 15 students in those student groups.

Parent Advisory Committee

Education Code 52063(a)(1) requires districts to establish a parent advisory committee that includes parents of students as defined in EC 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding Article 4.5, Local Control and Accountability Plans. A majority of the members must be parents.

Education Code 52063(a)(3) does not require the governing board of the school district to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001.
Education Code 52062(a)(1) requires the superintendent to present the LCAP to the parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received from the committee.

**Plan Alignment**

To the extent practicable, per Education Code 52060(f), data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard maintained by the CDE pursuant to Section 52064.5.

**Prior Year**

Means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

**Public Hearing**

After the stakeholder engagement activities and consultations to gather input to develop the LCAP and goals, the governing board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update (EC 52062(b)(1)). The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location of the hearing and where the proposed LCAP will be available for public inspection. The LCAP public hearing shall be held at the same meeting as the budget public hearing, as required by EC 42127(a)(1).

**Public Notification**

Education Code 52062(a)(3) requires the superintendent to notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures, using the most efficient method of notification possible. The district is not required to produce printed notices or to send notices by mail; however, all written notifications related to the LCAP are to be provided in compliance with the translation requirements in Education Code 48985.

**Qualitative Information (per Education Code Section 52060(d))**

The term “qualitative information” is used to refer to descriptive information (as opposed to numerical data) gathered to evaluate the effectiveness of the district’s goals and actions related to the state’s priorities. These may include findings that result from, but are not limited to, school quality reviews or any other reviews. Qualitative data may also include information gathered from interviews or focus groups.

**Services**

Services include, but are not limited to, those associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services. To “improve services” means to increase the quality of services. To “increase services” means to increase the quantity of services.
Statewide System of Support

California’s statewide system of support is one of the central components of California’s accountability and continuous improvement system. The overarching goal is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. California’s system of support includes three levels of supports to LEAs and schools.

Level 1: Support for all LEAs and schools
Level 2: Differentiated Assistance
Level 3: Intensive Interventions

County offices of education play a vital role in the statewide system of support by providing level 1 and level 2 support to school districts. County offices of education also collaborate with the CDE, the SBE, CCEE, and designated lead agencies to ensure coherent and consistent implementation of support and assistance for continuous improvement across the state.
Chapter 5

LCFF Budget Overview for Parents

Assembly Bill 1808 added California Education Code Section 52064.1, which requires that county offices of educations, school districts and charter schools develop a summary document, known as the Local Control Funding Formula (LCFF) Budget Overview for Parents, in conjunction with the LCAP, beginning with the 2019-20 LCAP year. The LCFF Budget Overview for Parents is intended to provide a brief and parent-accessible overview of important elements in the LCAP, and to promote fiscal transparency. To the greatest extent practicable, the Budget Overview for Parents shall use easy-to-understand and accessible language, visuals and graphics.

As set forth in EC 52064.1(c)(1), the LCFF Budget Overview for Parents is subject to the same requirements for adoption, review, and approval as the LCAP and annual update. The Budget Overview for Parents must be attached as a cover to the LCAP. The document must also be included in the review and approval of the LCAP and posted on the LEA’s website with the LCAP as a single document. As reviewers, the county superintendents of schools or the SPI, as applicable, shall approve the LEAs’ Budget Overview for Parents and ensure that it adheres to the LCFF Budget Overview for Parents template and follows related template instructions. If a county superintendent of schools or the SPI does not approve an LCFF Budget Overview for Parents, he or she shall withhold approval of the LCAP filed by the governing board of the school district or county board of education and shall provide technical assistance pursuant to EC Section 52071(b) or EC Section 52071.5(b) so that it can be approved.

Structure of the LCFF Budget Overview for Parents Template

The LCFF Budget Overview for Parents template is automatically generated from the CDE’s online template based on the information an LEA provides in the corresponding “Data Input” and “Narrative Responses” input pages. Note that an LEA only needs to include the template pages as the cover pages of its LCAP for adoption, review and approval.

For the purposes of the COE’s LCAP review, this section describes the required components in the Budget Overview for Parents template, how the information relates to the LEA’s budget, and things to look for during the review process.

LEA Information

This information is located on the top of the first page of the Budget Overview for Parents and provides basic LEA information.

Review Note – COEs should verify that this section was completed to include LEA name, county district school (CDS) code, and LEA contact information (name, phone number, and email address).
Budget Overview for the 2019-20 LCAP Year

This section provides a budget overview for the coming LCAP year using language, visuals, and graphics that are understandable and accessible to parents. The content is standardized and populated based on the information entered by the LEA as part of the LCAP input templates.

Review Note – COEs should verify whether the LEA correctly identified the coming LCAP year in the title.

Projected Revenue by Fund Source

This section provides a graphical representation of an LEA’s total general fund revenue by major funding sources: Total LCFF Funds, All Federal Funds, All Local Funds, and Other State Funds. The graph also separately identifies the components of Total LCFF Funds by separating it into LCFF Supplemental & Concentration Grants and All other LCFF Funds.

Review Note – COEs should confirm that all the identified general fund revenue components are included in the Projected Revenue by Fund Source chart and narrative, and verify these figures against the district’s adopted budget.

Budgeted Expenditures

This section identifies and compares the dollar value of the LEA’s total general fund budgeted expenditures for the coming LCAP year to the total expenditures budgeted in the LCAP.

Review Note – COEs should confirm that the Total Budgeted General Fund Expenditures amount is included in the Budgeted Expenditures chart and narrative, and verify the figure against the district’s adopted budget.

Review Note – COEs should also confirm that the district’s total budgeted expenditures for all LCAP actions/services in the coming LCAP year is included in the Budgeted Expenditures chart and narrative, and verify the figure against the district’s adopted LCAP. Budgeted amounts that are referenced across multiple actions/services must be counted only once. The total funds budgeted for planned actions/services may include funds other than general fund expenditures, but that is not required.

General Fund Budget Expenditures not included in LCAP

This describes the amount of funds that are included in the general fund budget expenditures for the LCAP year but are not included in the LCAP. In addition, LEAs are required to provide a brief description of these funds by answering prompt #1 on the Narrative Responses input page.

Review Note – COEs should verify that the district provided a brief description of how general funds are being used outside of the LCAP, that the explanation is understandable and reasonable, and that the figure(s) listed are accurate.

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

This section provides the total amount of the budgeted expenditures for planned actions and services included in the LCAP that contribute to increased or improved services for high-needs students. Note that high-needs students referred to here are the same as unduplicated students for LCFF funding purposes. Also note that if the total budgeted expenditures for high-needs students is less than the total supplemental and concentration grants the LEA estimates it will receive, then the LEA will need to provide a response for prompt #2 and provide a brief descrip-
tion of how the actions and services in the LCAP will meet the requirement to improve services for high-needs students.

Review Note – COEs should confirm that the district’s total budgeted expenditures for all planned actions/services for the coming LCAP year that contribute to the increased or improved services for high-needs students are included in the narrative, and verify the figure against the district’s adopted LCAP. Note, budgeted amounts that are referenced across multiple actions/services must be counted only once.

When applicable, if the LEA’s total budgeted expenditures for high needs students is less than the total supplemental and concentration grants the LEA estimates it will receive, the COEs should verify that the district provided a brief description of how the actions and services in the LCAP will meet the requirement to increase or improve services for high-needs students.

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

This chart identifies and compares total budgeted expenditures for high-needs students in the current LCAP year (for which the previous LCAP was adopted or updated on July 1) to the estimated actual expenditures for high-needs students in current LCAP. Note that if the total budgeted expenditures for high-needs students is less than the total estimated actual expenditures for high-needs students, the LEA will need to provide a response for prompt #3 and provide a brief description of how the difference affected the actions and services and overall increased or improved services for high-needs students in the current fiscal year.

Reviewer Note – COEs should verify if current LCAP year is correctly identified in the title (e.g., 2018-19).

For total budgeted expenditures for high-needs students in the LCAP year, COEs should confirm that the district’s total budgeted expenditures for all planned actions/services for the current LCAP year that contribute to the increased or improved services for high needs students are included in the Update On Increased or Improved Services for High-Needs Students chart and narrative, and verify the figure against the Annual Update section of the district’s adopted LCAP.

For the estimated actual expenditures for high-needs students in the current LCAP, COEs should confirm that the district’s estimated actual expenditures for all planned actions/services for the current LCAP year that contribute to increased or improved services for high-needs students are included in the Update On Increased or Improved Services for High Needs Students chart and narrative, and verify the figure against the Annual Update section of the district’s adopted LCAP.

When applicable, if an LEA’s total budgeted expenditures for high-needs students is less than its total estimated actual expenditures for high-needs students, the COEs should verify that the LEA provided a brief description of how the difference affected the actions and services and overall increased or improved services for high needs students in the current fiscal year.
Appendices

Appendix A – LCAP Template Compliance Review Checklist
Appendix B – LCAP / Budget Adoption Process
Appendix C – LCAP Template
Appendix D – Budget Overview for Parents Template
Appendix E – Title 5, California Code of Regulations, Sections 15494-15497
Appendix A

{County Name}
Local Control and Accountability Plan (LCAP)
LCAP Template Compliance Review
For Use in County Review of District LCAPs

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EXECUTIVE SUMMARY

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Plan Summary

| Page(s) Ref# | Comments / Follow Up Required: |

Annual Update

| Page(s) Ref# | Comments / Follow Up Required: |

Stakeholder Engagement

| Page(s) Ref# | Comments / Follow Up Required: |

Goals, Actions, and Services

| Page(s) Ref# | Comments / Follow Up Required: |

Demonstration of Increased or Improved Services for Unduplicated Pupils

| Page(s) Ref# | Comments / Follow Up Required: |

LCAP FINANCIAL ANALYSIS

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<th>Total S/C Funds for LCAP Year (based on LCFF Calculator)</th>
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<tr>
<td>Total S/C Expenditures for LCAP Year</td>
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| S/C Expenditures Described in Goals, Actions, and Services but not included in Demonstration of Increased/Improved Services |
| Expenditures Described in Demonstration of Increased/Improved Services but not included in Goals, Actions, and Services |
### LCAP REVIEW CRITERIA

**Instructions to reviewer:** Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP. Note: Sections of the review form related to the Annual Update and Goals, Actions, and Services may be duplicated for each LCAP goal if reviewers prefer to complete a separate review for each goal.

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#### Plan Summary

| ☐ | ☐ | 1.01 Correct LCAP Year is entered. |
| ☐ | ☐ | 1.02 LEA name and contact information is provided. |
| ☐ | ☐ | 1.03 The Story: Includes brief description of students and community and how LEA serves them. |
| ☐ | ☐ | 1.04 LCAP Highlights: Identifies and summarizes key features of LCAP for the current year. |
| ☐ | ☐ | 1.05 Review of Performance: Greatest Progress: |
| ☐ | ☐ | 1.051 What progress LEA is most proud of, based on review of LCFF Evaluation Rubrics, performance on state and local indicators, progress toward LCAP goals, local self-assessment, stakeholder input, or other information |
| ☐ | ☐ | 1.052 How LEA plans to maintain or build upon that success |
| ☐ | ☐ | 1.06 Review of Performance: Greatest Needs: |
| ☐ | ☐ | 1.061 Identifies indicators where overall performance was in the "Red" or "Orange" categories or for which LEA received a "Not Met" or "Not Met for Two or More Years" rating in Evaluation Rubrics, as well as other areas in need of significant improvement based on review of local indicators |
| ☐ | ☐ | 1.062 Describes steps LEA is planning to take to address these needs |

#### Comprehensive Support and Improvement

| ☐ | ☐ | 1.07 Review of Performance: Performance Gaps: |
| ☐ | ☐ | 1.071 Identifies state indicators for which performance of any student group was two or more performance levels below the "all student" performance in the LCFF Evaluation Rubrics |
| ☐ | ☐ | 1.072 For these indicators, identifies any modifications to the goals, actions/services and/or expenditures within the LCAP to improve performance levels |
| ☐ | ☐ | 1.08 Comprehensive Support and Improvement: Identifies schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA) and describes LEA plans to address needs of school sites. |
| ☐ | ☐ | 1.081 Schools Identified: LEA has identified schools identified for CSI. |
| ☐ | ☐ | 1.082 Support for Identified Schools: Describes how the LEA supported identified schools in developing CSI plans. |
| ☐ | ☐ | 1.083 Monitoring and Evaluating Effectiveness: Describes how the LEA will monitor and evaluate the implementation and effectiveness of CSI plans. |
Local Control and Accountability Plan (LCAP)
LCAP Template Compliance Review

For Use in County Review of District LCAPs

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### Annual Update

- 2.01 Each goal in the prior year LCAP is addressed, including the following information copied verbatim from the prior year LCAP:
  - 2.011 Goal description
  - 2.012 Identified state/local priorities
  - 2.013 Expected annual measurable outcomes
  - 2.014 Planned actions/services
  - 2.015 Planned expenditures
- 2.02 Actual Annual Measurable Outcomes: Progress toward the expected annual outcomes(s) based on, at a minimum, the required metrics pursuant to EC 52060 are reviewed.
- 2.03 Actual Annual Services: A description of the actual actions/services is included.
- 2.04 Estimated Actual Annual Expenditures: Estimated actual annual expenditures are included.
- 2.05 Analysis: Implementation:
  - 2.051 For each goal, the overall implementation of the actions/services to achieve the articulated goal is described
  - 2.052 For each goal, a discussion of the relevant challenges and successes during the implementation process is included
- 2.06 Analysis: For each goal, the review of progress includes an assessment of the effectiveness of the specified actions toward the achievement of the goal.
- 2.07 Analysis: For each goal, any material differences between Budgeted Expenditures and Estimated Actual Expenditures are described.
- 2.08 Analysis: Any changes to the goal and/or actions/services as a result of this analysis are described, and location(s) of changes to actions/services within the LCAP are identified.

### Stakeholder Engagement

- 3.01 Correct LCAP year is entered.
- 3.02 Involvement Process: Describes the process used to consult with groups below on LCAP and Annual Update:
  - 3.021 Parents
  - 3.022 Pupils
  - 3.023 School Personnel
  - 3.024 Local Bargaining Units, as applicable
  - 3.025 Community
- 3.03 Impact: Describes the impact of stakeholder engagement on the development of the LCAP and Annual Review, including the impact on the LCAP goals, actions, services, and expenditures.

### Goals, Actions, and Services

- 4.01 Goal Status: Each goal is identified as "New", "Modified" or "Unchanged".
- 4.02 Goals: Includes annual goals for all pupils and/or specific goals for school sites and each specific subgroup, including pupils with disabilities, both at the LEA level and where applicable, at the school site level.
Local Control and Accountability Plan (LCAP)

LCAP Template Compliance Review

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**4.03 Related State Priorities:** Each state priority below is addressed within the goals:

- [X] **4.031 Priority 1: Basic (Conditions of Learning)**
  - **A.** Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching
  - **B.** Every pupil in the school district has sufficient access to standards-aligned instructional materials
  - **C.** School facilities are maintained in good repair


- [X] **4.033 Priority 3: Parent Involvement (Engagement)**

- [X] **4.034 Priority 4: Pupil Achievement (Pupil Outcomes)**

- [X] **4.035 Priority 5: Pupil Engagement (Engagement)**

- [X] **4.036 Priority 6: School Climate (Engagement)**

- [X] **4.037 Priority 7: Course Access (Conditions of Learning)**

- [X] **4.038 Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

- [X] **4.039 Priority 9: Expelled Pupils (Conditions of Learning) (County Office of Education only)**

- [X] **4.0310 Priority 10: Foster Youth (Conditions of Learning) (County Office of Education only)**

---

**4.04 Identified Need:** Need(s) address by the goal is/are described including a description of the supporting data (metrics) used to identify the need(s).

**4.05 Expected Annual Measurable Outcomes:** For each goal, all required metrics as set forth in EC 52060(d) for each state priority listed are described either quantitatively or qualitatively for each LCAP year. For each identified state and/or local priority, at least one of the corresponding metrics is identified. Note that LEAs may identify metrics for specific student groups.
Local Control and Accountability Plan (LCAP)
LCAP Template Compliance Review

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Priority 5: Pupil Engagement
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness

Priority 6: School Climate
- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Priority 7: Course Access
- A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable
- B. Programs and services developed and provided to unduplicated pupils
- C. Programs and services developed and provided to individuals with exceptional needs

Priority 8: Other Pupil Outcomes
- A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (l), inclusive of Section 51220, as applicable

4.06 Expected Annual Measurable Outcomes: For each goal with Pupil Engagement state priority listed, the rates specified in Appendix A of the LCAP Template are calculated and included.

4.07 Expected Annual Measurable Outcomes: For each metric, baseline data is included and remains unchanged during the three-year LCAP period.

4.08 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be served: Each action/service identifies pupils to be served as either “ALL” or Students with Disabilities or the specific subgroup(s) served. If action/service is included as contributed to meeting the Increased or Improved Services requirement, should be left blank.

4.09 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Location(s): For each action/service, the location is indicated as “All schools” or a subset of specific schools or a subset of specific grade spans. If action/service is included as contributed to meeting the Increased or Improved Services requirement, should be left blank.

4.10 For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be served: Each action/service identifies pupils to be served as “English Learners” and/or “Foster Youth” and/or “Low Income”. If action/service is not included as contributed to meeting the Increased or Improved Services requirement, should be left blank.

4.11 For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Scope of Services: The scope of service is indicated as “LEA-wide” or “Schoolwide” or “Limited to Unduplicated Student Group(s)”. If action/service is not included as contributed to meeting the Increased or Improved Services requirement, should be left blank.

4.12 For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Location(s): For each action/service, the location is indicated as “All schools” or a subset of specific schools or a subset of specific grade spans. If action/service is not included as contributed to meeting the Increased or Improved Services requirement, should be left blank.

4.13 Action/Service Status: For each year of the LCAP, each action/service is identified as “New”, “Modified from prior year” or “Unchanged from prior year.”
Local Control and Accountability Plan (LCAP)

**LCAP Template Compliance Review**

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### 4.14 Actions/Services:

- For each LCAP goal, annual actions to be performed and services to be provided for each goal are included.

### 4.15 Expenditure Amount:

- For each action/service under each LCAP Year, budgeted expenditures are listed/described and enumerated.

### 4.16 Expenditure Source(s):

- All fund sources are referenced for each proposed expenditure.

### 4.17 Expenditure Budget Reference:

- All expenditures are classified using CSAM to identify where the expenditures can be found in the district’s budget.

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**Comments/Follow Up Required:**

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- **5.01** All prior year tables for each of the three years within the LCAP are retained.

- **5.02** Correct LCAP year is entered for table(s) included.

- **5.03** Amount of Supplemental/Concentration Funds for LCAP year is identified and agrees to line 5 of proportionality calculation determined pursuant to 5 CCR 15496(a)(5).

- **5.04** Percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year is identified for LCAP year and agrees to line 7 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7).

- **5.05** School district has fully demonstrated that it will increase and/or improve services for unduplicated pupils by the Minimum Proportionality Percentage pursuant to 5 CCR 15496(a).

- **5.06** Description of increased/improved services to meet MPP requirement aligns to actions/services indicated as “Contributes to Increased or Improved Services” in Goals, Actions, and Services section.

- **5.07** A description of how the Supplemental/Concentration funds are being expended is included.

- **5.08** If the use of any of the Supplemental/Concentration funds are being used in a districtwide or schoolwide manner, includes a description of the use of any funds used in that manner, includes all of 5.071-5.073 below (if funds are not used in a districtwide or schoolwide manner, indicate N/A):

  - **5.081** Includes a description of those services that are being provided on a districtwide or schoolwide basis.
  - **5.082** Includes a justification for the use in a districtwide or schoolwide manner.
  - **5.083** Includes how services are principally directed toward and are effective in meeting district goals for its unduplicated pupils in the state priority areas.

- **5.09** For school districts below 55% enrollment of unduplicated pupils districtwide or below 40% enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, a description of how the services provided are the most effective use of funds to meet the goals for unduplicated pupils in the state and local priority areas is included (if not applicable, indicate N/A).

- **5.10** For school districts below 55% enrollment of unduplicated pupils districtwide or below 40% enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, the description required in 5.08 above includes providing the basis for determination, including but not limited to any alternatives considered and any supporting research, experience, or educational theory (if not applicable, indicate N/A).

**Comments/Follow Up Required:**
{County Name}
Local Control and Accountability Plan (LCAP)
LCAP Template Compliance Review

For Use in County Review of District LCAPs

<table>
<thead>
<tr>
<th>District:</th>
<th>Reviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Submitted:</td>
<td>Date Reviewed:</td>
</tr>
<tr>
<td>LCAP Version:</td>
<td>Draft:</td>
</tr>
<tr>
<td>Public Hearing:</td>
<td>Click here to enter a date.</td>
</tr>
<tr>
<td>LCAP Approval:</td>
<td>Click here to enter a date.</td>
</tr>
<tr>
<td>Unduplicated %:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Min. Proport. %:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Total Suppl. &amp; Conc. $:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
LEA governing board holds public hearings on LCAP, budget, and minimum reserve requirement; adopts LCAP and budget (with criteria and standards) and submits to COE not later than five days after that adoption or July 1, whichever occurs first (E.C. 42127(a)(1) and (2), 42127(i)).

If LEA does not submit a budget, COE shall, at LEA’s expense, develop and budget by September 15 (E.C. 42127(d)).

Budget revisions due no later than 45 days after Governor signs Budget Act (E.C. 42127(h)).

**Acronyms/Terms Used**
- BRC – Budget Review Committee
- CCEE – California Collaborative for Educational Excellence
- COE – County Office of Education, County Superintendent of Schools
- E.C. – Education Code
- LCAP – Local Control and Accountability Plan
- LEA – Local Educational Agency, School District
- SPI – California Superintendent of Public Instruction

**Budget/LCAP ADOPTION PROCESS**

**Budget Cycle**
- COE performs criteria and standards review and either approves, conditionally approves, or disapproves the budget by September 15.
- COE must disapprove budget if budget does not include expenditures necessary to implement LCAP and Annual Update (E.C. 42127(d)).
- LEA responds to COE recommendations/conditional approval.
- Files budget with COE by October 8 (E.C. 42127(d)).
- COE sends recommendations to LEA.
- COE may assign fiscal adviser and/or appoint a committee to review and make recommendations (E.C. 42127(d)).
- Notifies SPI by October 22 (E.C. 42127(e)).
- LEA calls for the formation of a budget review committee (BRC) (E.C. 42127.1).
- COE reviews revised, board-approved LCAP and either approves, conditionally approves, or seeks further clarification.
- COE approves LCAP based on the three criteria by October 8 (E.C. 52070(d)).

**Nonsubmittal**
- LEA LCAP fails in any of the three criteria.
- Budget authority reverts to prior year spending or current year board-approved budget, whichever is less.
- COE shall provide technical assistance which may include the assignment of an academic expert.
- Following technical assistance, the COE may request the SPI to assign the CCEE to provide advice and assistance.

**Approval Path**
- COE performs review of LCAP for the three criteria for approval; approves or if needed, requests clarification on or before August 15 (E.C. 52070(b)).
- Within 15 days of receiving response, COE may submit recommendations in writing (E.C. 52070(c)).
- Within 15 days of receiving COE recommendations, LEA governing board shall consider recommendations in a public meeting (E.C. 52070(c)).

**Disapproval Path**
- LEA LCAP fails in any of the three criteria.
- Budget authority reverts to prior year spending or current year board-approved budget, whichever is less.
- COE shall provide technical assistance which may include the assignment of an academic expert.
- Following technical assistance, the COE may request the SPI to assign the CCEE to provide advice and assistance.
## Appendix C

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

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add LEA Name here]</td>
<td>[Add Contact Name and Title here]</td>
<td>[Add Email and Phone here]</td>
</tr>
</tbody>
</table>

**LCAP Year** (select from 2017-18, 2018-19, 2019-20)

[Enter LCAP Year]

**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.

### 2017-20 Plan Summary

**The Story**

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

[Add text here]

**LCAP Highlights**

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

[Add text here]

**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**

[Add text here]

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**

[Add text here]

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**

[Add text here]

**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.

[Add text here]

**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.

[Add text here]

**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.

[Add text here]
**Annual Update**

**LCAP Year Reviewed: XXXX–XX**

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**

<table>
<thead>
<tr>
<th>[Describe goal here]</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities: [List State Priorities Here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities: [Add Local Priorities Here]</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
</tbody>
</table>

**Actions / Services**

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add planned actions/services here]</td>
<td>[Add actual actions/services here]</td>
<td>[Add budgeted expenditures here]</td>
<td>[Add estimated actual expenditures here]</td>
</tr>
</tbody>
</table>
## 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

[Add text here]
Stakeholder Engagement

LCAP Year: XXXX–XX

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?
[Add text here]

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?
[Add text here]
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)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Describe the goal here]</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: [List State Priorities here] |
| Local Priorities: [List Local Priorities here] |

Identified Need:

| [Add text here] |

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
</tbody>
</table>
**Planned Actions / Services**

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

**Action**

1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))</td>
</tr>
</tbody>
</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**Actions/Services**

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

[Add 2017-18 selection here]

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

[Add 2018-19 selection here]

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

[Add 2019-20 selection here]

**2017-18 Actions/Services**

[Describe the 2017-18 action/service here]

**2018-19 Actions/Services**

[Describe the 2018-19 action/service here]

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[Add amount here]</td>
<td>[Add amount here]</td>
<td>[Add amount here]</td>
</tr>
<tr>
<td>Source</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
</tr>
</tbody>
</table>
## Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: XXXX–XX**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ [Add amount here]</td>
<td>[Add percentage here] %</td>
</tr>
</tbody>
</table>

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).

[Add text here]
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update
The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

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

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

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

• Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
• Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
• Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
• Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement
Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

**Goal**

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

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
Appendix D

LCFF Budget Overview for Parents: Title Page

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

Developed by the California Department of Education, December 2018

Not for Inclusion with the Template
**LCFF Budget Overview for Parents:** Data Input

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS code:</td>
<td></td>
</tr>
<tr>
<td>LEA contact information:</td>
<td></td>
</tr>
<tr>
<td>Coming LCAP Year:</td>
<td></td>
</tr>
</tbody>
</table>

**Current LCAP Year**

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

<table>
<thead>
<tr>
<th>Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LCFF funds</td>
<td>$</td>
</tr>
<tr>
<td>LCFF supplemental &amp; concentration grants</td>
<td>$</td>
</tr>
<tr>
<td>All other state funds</td>
<td>$</td>
</tr>
<tr>
<td>All local funds</td>
<td>$</td>
</tr>
<tr>
<td>All federal funds</td>
<td>$</td>
</tr>
<tr>
<td>Total Projected Revenue</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Budgeted Expenditures for the [Coming LCAP Year] LCAP Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted General Fund Expenditures</td>
<td>$</td>
</tr>
<tr>
<td>Total Budgeted Expenditures in LCAP</td>
<td>$</td>
</tr>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in LCAP</td>
<td>$</td>
</tr>
<tr>
<td>Expenditures not in the LCAP</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures for High Needs Students in the [Current LCAP Year] LCAP Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the LCAP</td>
<td>$</td>
</tr>
<tr>
<td>Estimated Actual Expenditures for High Needs Students in LCAP</td>
<td>$</td>
</tr>
</tbody>
</table>

Not for Inclusion with the Template
### LCFF Budget Overview for Parents: Narrative Response Page

<table>
<thead>
<tr>
<th>Required Prompt(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</td>
</tr>
</tbody>
</table>

A prompt may display based on information provided in the Data Input tab.

A prompt may display based on information provided in the Data Input tab.

Not for Inclusion in the Template


<table>
<thead>
<tr>
<th>Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Respond to the prompt here; if there is no prompt a response is not required.]</td>
</tr>
<tr>
<td>[Respond to the prompt here; if there is no prompt a response is not required.]</td>
</tr>
</tbody>
</table>

Not for Inclusion in the Template
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the [LCAP Year] LCAP Year

<table>
<thead>
<tr>
<th>Projected Revenue by Fund Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other LCFF funds, $-</td>
</tr>
<tr>
<td>Total LCFF funds, 0%</td>
</tr>
</tbody>
</table>

This chart shows the total general purpose revenue [LEA Name] expects to receive in the coming year from sources.

The total revenue projected for [LEA Name] is $0.00, of which $0.00 is Local Control Funding Formula (LCFF), $0.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $0.00 in LCFF Funds, $0.00 generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0</td>
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<td>$ 0</td>
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<tr>
<td>$ 1</td>
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<tr>
<td>$ 1</td>
</tr>
</tbody>
</table>

This chart provides a quick summary of how much [LEA Name] plans to spend for [LCAP Year]. It shows how much of the total is tied to planned actions and services in the LCAP.

[LEA Name] plans to spend $0.00 for the [LCAP Year] school year. Of that amount, $0.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

**Increased or Improved Services for High Needs Students in [LCAP Year]**

In [LCAP Year], [LEA Name] is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. [LEA Name] must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, [LEA Name] plans to spend $0.00 on actions to meet this requirement.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in [LCAP Year]

This chart compares what [LEA Name] budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what [LEA Name] estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In [the current LCAP Year], [LEA Name]'s LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. [LEA Name] estimates that it will actually spend $0.00 for actions to increase or improve services for high needs students in [the current LCAP Year].
LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are or 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)
The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

• **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

• **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LC year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplement and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulation Title 5 (5 CCR)* Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming LCAP year.

• **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF fund the LEA estimates it will receive.

• **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates will receive.

• **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form (Column F, row A.5 (Total Revenues).
LCFF Budget Overview for Parents Data Entry Instructions

**Total Budgeted Expenditures for the Coming LCAP Year**

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA’s total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* ([http://www.cde.ca.gov/fg/ac/sa/](http://www.cde.ca.gov/fg/ac/sa/)). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC Section 42238.07*.

**Expenditures for High Needs Students in the Current LCAP Year**

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC Section 42238.07* for the current LCAP year.

- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC Section 42238.07*, reflected in the Annual Update for the current LCAP year.

**Narrative Responses Tab**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improve services for high needs students in the current fiscal year pursuant to *EC Section 42238.07*. If no prompt appears, the LEA is not required to supply a description.
Appendix E

Title 5. EDUCATION
Division 1. California Department of Education
Chapter 14.5. Local Control Funding Formula
Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template
Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.
(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).
(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.
(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 52052, 52060, 52061, 50062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, Education Code; 20 U.S.C. Sections 6312 and 6314.

§ 15495. Definitions.
In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:
(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
(b) "English learner parent advisory committee," as used in Education Code sections...
52063 and 52069 for those school districts or schools and programs operated by county
superintendents of schools whose enrollment includes at least 15 percent English
learners and at least 50 pupils who are English learners, shall be composed of a
majority of parents, as defined in subdivision (e), of pupils to whom the definition in
Education Code section 42238.01(c) applies. A governing board of a school district or a
county superintendent of schools shall not be required to establish a new English
learner parent advisory committee if a previously established committee meets these
requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of
education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other
persons holding the right to make educational decisions for the pupil pursuant to
Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and
52069, shall be composed of a majority of parents, as defined in subdivision (e), of
pupils and include parents of pupils to whom one or more of the definitions in Education
Code section 42238.01 apply. A governing board of a school district or a county
superintendent of schools shall not be required to establish a new parent advisory
committee if a previously established committee meets these requirements, including
any committee established to meet the requirements of the federal No Child Left Behind
Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for
which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not
limited to, services associated with the delivery of instruction, administration, facilities,
pupil support services, technology, and other general infrastructure necessary to
operate and deliver educational instruction and related services.
(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.


§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.
(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA’s total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA’s LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:
(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district’s total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.
   (C) Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:
   (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.
(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite’s total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education’s or charter school’s goals for its unduplicated pupils in the state and any local priority areas, as applicable.

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

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3),
the county superintendent of schools shall include review of any descriptions of
districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
(b)(4) when determining whether the school district has fully demonstrated that it will
increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
county superintendent of schools does not approve an LCAP because the school district
has failed to meet its requirement to increase or improve services for unduplicated
pupils as specified in this section, it shall provide technical assistance to the school
district in meeting that requirement pursuant to Education Code section 52071.
NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
Sections 2574, 42238.01, 42238.02, 42238.03, 42238.07, 52052, 52060, 52061, 52062,
52063, 52064, 52066, 52067, 52068, 52069, 52070, and 52070.5, Education Code.

1-7-15 [California Department of Education]
EXHIBIT 4
LCFF Summary Data
2019–20 First Principal (P-1) Apportionment
California Department of Education
NOTE: Some LEAs may not display funding data due to closures or other changes during the fiscal year.
Legend: LCFF = Local Control Funding Formula; ADA = Average Daily Attendance; NSS = Necessary Small Schools
1
For COEs, the Unduplicated Pupil Percentage is for county funded non-juvenile court school students. See Data Descriptions tab for more information.
2
Amounts may not sum because not all LCFF components are identified on this file. See LCFF exhibits for detailed funding information.
County District School
Code
Local Educational Agency
Code Code
36
10363 0000000 San Bernardino Co. Office of Education
36
10363 0115808 Norton Science and Language Academy
Sycamore Academy of Science and Cultural Arts 36
10363 0139147 Chino Valley
36
10363 3630761 Excelsior Charter
36
10363 6111918 Desert Trails Preparatory Academy
36
67587 0000000 Adelanto Elementary
36
67587 0128462 Taylion High Desert Academy/Adelanto
36
67595 0000000 Alta Loma Elementary
36
67611 0000000 Barstow Unified
36
67637 0000000 Bear Valley Unified
36
67645 0000000 Central Elementary
36
67652 0000000 Chaffey Joint Union High
36
67678 0000000 Chino Valley Unified
36
67678 0137547 Allegiance STEAM Academy - Thrive
36
67686 0000000 Colton Joint Unified
36
67694 0000000 Cucamonga Elementary
36
67702 0000000 Etiwanda Elementary
36
67710 0000000 Fontana Unified
36
67736 0000000 Helendale Elementary
36
67736 0116723 Academy of Careers and Exploration
36
67736 0128439 Empire Springs Charter
36
67736 0130948 Independence Charter Academy
Community Collaborative Virtual School - Sage Oak
36
67736 0136069 Charter
36
67736 0136937 Vista Norte Public Charter School
36
67736 0139576 Excel Academy Charter
36
67777 0000000 Morongo Unified
36
67785 0000000 Mountain View Elementary
36
67793 0000000 Mt. Baldy Joint Elementary
36
67801 0000000 Needles Unified
36
67819 0000000 Ontario-Montclair
36
67827 0000000 Oro Grande
36
67827 0111807 Mojave River Academy
36
67827 0113928 Riverside Preparatory
36
67827 0137174 Mojave River Academy Gold Canyon
36
67827 0137182 Mojave River Academy National Trails
36
67827 0137190 Mojave River Academy Oro Grande
36
67827 0137208 Mojave River Academy Route 66
36
67827 0137216 Mojave River Academy Rockview Park
36
67827 0137224 Mojave River Academy Silver Mountain
36
67827 0137232 Mojave River Academy Marble City
36
67843 0000000 Redlands Unified
36
67843 3630928 Grove
36
67850 0000000 Rialto Unified
36
67868 0000000 Rim of the World Unified
36
67876 0000000 San Bernardino City Unified
36
67876 0107730 ASA Charter
36
67876 0109850 Public Safety Academy
36
67876 0117192 SOAR Charter Academy
36
67876 0120006 New Vision Middle
36
67876 0120568 Options for Youth-San Bernardino
36
67876 0121343 Excel Prep Charter
36
67876 0122317 Hardy Brown College Prep
36
67876 0126714 Woodward Leadership Academy
Ballington Academy for the Arts and Sciences, San
36
67876 0133892 Bernardino
36
67876 0136952 Entrepreneur High School
36
67876 0137935 Savant Preparatory Academy of Business
36
67876 3630993 Provisional Accelerated Learning Academy
36
67892 0000000 Trona Joint Unified
36
67892 0134247 California STEAM San Bernardino
36
67892 0138321 University Prep - San Bernardino
36
67918 0000000 Victor Elementary
36
67918 6101927 Sixth Street Prep
36
67918 6118350 Mountain View Montessori Charter
36
67934 0000000 Victor Valley Union High
36
67934 3630670 Options for Youth-Victorville Charter
36
67959 0000000 Yucaipa-Calimesa Joint Unified
36
67959 0114256 Inland Leaders Charter
36
67959 0124032 Competitive Edge Charter Academy (CECA)
36
73858 0000000 Baker Valley Unified

Total Funded ADA or Unduplicated
Pupil
Charter Alternative Education
Percentage1
Number
Grant ADA
N/A
91.90
748.73
0903
785.26
78.56

LCFF Base
Grant + NSS
Allowance
9,216,889
6,461,277

Total LCFF
Supplemental
Grant
3,036,982
1,015,196

Total LCFF
Concentration
Grant
1,424,027
761,139

County
Operations
Grant
24,334,084
-

Total LCFF
Entitlement2
43,676,943
8,237,612

2036
1910
1522
N/A
1520
N/A
N/A
N/A
N/A
N/A
N/A
1945
N/A
N/A
N/A
N/A
N/A
0968
1592
1679

118.42
1,852.57
524.69
7,784.48
173.63
5,843.08
6,052.56
2,292.65
4,368.62
22,966.66
26,659.41
638.55
21,011.75
2,375.29
13,687.82
35,233.24
640.76
324.59
1,234.79
106.13

43.08
53.41
90.49
83.97
87.02
39.80
79.95
72.66
64.30
62.10
50.23
34.75
82.09
74.93
42.78
86.88
55.95
53.71
47.61
59.09

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4,298,224
63,586,096
1,593,440
47,766,944
51,640,365
19,712,295
35,657,251
219,836,870
230,122,369
5,270,121
180,313,612
19,465,828
111,767,781
303,765,096
5,238,646
3,069,656
10,395,429
972,187

85,126
1,803,154
777,893
10,678,649
277,323
3,802,248
8,257,295
2,864,590
4,585,523
27,303,739
23,118,093
366,274
29,603,889
2,917,150
9,562,852
52,782,223
586,204
329,742
989,853
114,893

622,597
9,210,446
230,810
6,442,136
1,740,596
1,658,062
7,804,209
24,423,478
1,939,770
48,420,157
24,883
4,617

-

1,073,124
18,683,451
5,698,714
84,004,637
2,101,573
52,487,391
67,309,747
25,154,738
42,372,985
256,654,080
255,740,741
5,636,395
236,366,791
24,555,705
121,438,286
408,258,840
5,880,750
3,399,398
11,385,282
1,091,697

1885
1919
2073
N/A
N/A
N/A
N/A
N/A
N/A
0762
0855
1937
1938
1939
1940
1941
1942
1943
N/A
0180
N/A
N/A
N/A
0677
0731
0982
1089
1132
1153
1155
1438

2,564.21
666.33
422.16
8,041.78
2,474.37
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92.94
2,330.81
137.40
418.86
675.37
300.39
164.61
371.00
122.01
19,946.82
229.38
24,181.68
3,027.25
46,081.19
244.15
401.81
428.08
392.58
1,053.19
393.06
373.91
77.79

32.53
87.80
44.31
71.01
63.35
31.99
76.15
87.44
94.44
79.00
73.89
87.60
76.02
87.34
88.98
88.09
79.06
83.73
61.39
17.44
88.36
59.22
90.39
96.45
89.14
83.73
81.82
78.81
71.77
89.25
84.40

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3,540,293
68,778,641
20,204,426
845,549
9,168,671
162,242,239
766,753
20,018,880
1,257,571
3,896,236
6,231,027
2,768,909
1,469,790
3,360,488
1,123,627
172,049,544
2,072,511
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2,090,036
3,574,639
3,487,504
3,139,666
9,920,387
3,270,264
3,097,540
646,104

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1,107,636
313,741
9,767,942
2,559,901
54,098
1,391,948
28,372,923
144,824
2,958,390
220,326
592,385
1,088,436
492,755
258,948
531,361
188,163
21,124,243
72,290
36,787,694
3,076,168
71,264,132
403,168
637,286
584,017
513,775
1,563,652
469,414
552,911
109,063

1,034,467
5,505,730
843,535
966,504
26,315,691
151,204
1,890,784
204,984
409,495
1,007,557
470,438
243,177
404,267
161,409
5,496,982
34,722,654
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69,754,332
369,832
610,191
500,980
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274,212
530,454
94,977

-

23,062,169
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31,087,192
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4,013,890
4,180,905
850,144

1795
1922
1971
0335
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1824
2008
N/A
0309
0296
N/A
0013
N/A
0889
1291
N/A

185.83
355.49
134.89
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267.06
11,868.70
237.72
226.00
10,424.80
967.89
7,861.64
994.75
652.22
134.43

80.43
69.44
80.10
88.93
71.33
56.89
79.55
85.24
77.49
59.68
83.02
83.24
56.69
32.58
26.07
84.37

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1,146,970
2,935,717
2,663,831
97,463,991
1,963,060
1,864,104
95,724,972
9,051,959
68,216,797
8,144,354
5,331,297
1,155,922

251,718
472,574
183,745
522,147
326,016
16,615,661
304,235
222,500
15,894,174
1,506,971
7,734,420
530,686
277,974
195,050

198,967
245,679
143,945
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Page 1 of 6


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Prepared by:
California Department of Education
School Fiscal Services Division
February 2020
LCFF Summary Data
2019–20 Second Principal (P-2) Apportionment
California Department of Education
NOTE: Some LEAs may not display funding data due to closures or other changes during the fiscal year.
Legend: LCFF = Local Control Funding Formula; ADA = Average Daily Attendance; NSS = Necessary Small Schools
1
For COEs, the Unduplicated Pupil Percentage is for county funded non-juvenile court school students. See Data Descriptions tab for more information.
2
Amounts may not sum because not all LCFF components are identified on this file. See LCFF exhibits for detailed funding information.
County District School
Code
Local Educational Agency
Code Code
36
10363 0000000 San Bernardino Co. Office of Education
36
10363 0115808 Norton Science and Language Academy
Sycamore Academy of Science and Cultural Arts 36
10363 0139147 Chino Valley
36
10363 3630761 Excelsior Charter
36
10363 6111918 Desert Trails Preparatory Academy
36
67587 0000000 Adelanto Elementary
36
67587 0128462 Taylion High Desert Academy/Adelanto
36
67595 0000000 Alta Loma Elementary
36
67611 0000000 Barstow Unified
36
67637 0000000 Bear Valley Unified
36
67645 0000000 Central Elementary
36
67652 0000000 Chaffey Joint Union High
36
67678 0000000 Chino Valley Unified
36
67678 0137547 Allegiance STEAM Academy - Thrive
36
67686 0000000 Colton Joint Unified
36
67694 0000000 Cucamonga Elementary
36
67702 0000000 Etiwanda Elementary
36
67710 0000000 Fontana Unified
36
67736 0000000 Helendale Elementary
36
67736 0116723 Academy of Careers and Exploration
36
67736 0128439 Empire Springs Charter
36
67736 0130948 Independence Charter Academy
Community Collaborative Virtual School - Sage Oak
36
67736 0136069 Charter
36
67736 0136937 Vista Norte Public Charter School
36
67736 0139576 Excel Academy Charter
36
67777 0000000 Morongo Unified
36
67785 0000000 Mountain View Elementary
36
67793 0000000 Mt. Baldy Joint Elementary
36
67801 0000000 Needles Unified
36
67819 0000000 Ontario-Montclair
36
67827 0000000 Oro Grande
36
67827 0111807 Mojave River Academy
36
67827 0113928 Riverside Preparatory
36
67827 0137174 Mojave River Academy Gold Canyon
36
67827 0137182 Mojave River Academy National Trails
36
67827 0137190 Mojave River Academy Oro Grande
36
67827 0137208 Mojave River Academy Route 66
36
67827 0137216 Mojave River Academy Rockview Park
36
67827 0137224 Mojave River Academy Silver Mountain
36
67827 0137232 Mojave River Academy Marble City
36
67843 0000000 Redlands Unified
36
67843 3630928 Grove
36
67850 0000000 Rialto Unified
36
67868 0000000 Rim of the World Unified
36
67876 0000000 San Bernardino City Unified
36
67876 0107730 ASA Charter
36
67876 0109850 Public Safety Academy
36
67876 0117192 SOAR Charter Academy
36
67876 0120006 New Vision Middle
36
67876 0120568 Options for Youth-San Bernardino
36
67876 0121343 Excel Prep Charter
36
67876 0122317 Hardy Brown College Prep
36
67876 0126714 Woodward Leadership Academy
Ballington Academy for the Arts and Sciences, San
36
67876 0133892 Bernardino
36
67876 0136952 Entrepreneur High School
36
67876 0137935 Savant Preparatory Academy of Business
36
67876 3630993 Provisional Accelerated Learning Academy
36
67892 0000000 Trona Joint Unified
36
67892 0134247 California STEAM San Bernardino
36
67892 0138321 University Prep - San Bernardino
36
67918 0000000 Victor Elementary
36
67918 6101927 Sixth Street Prep
36
67918 6118350 Mountain View Montessori Charter
36
67934 0000000 Victor Valley Union High
36
67934 3630670 Options for Youth-Victorville Charter
36
67959 0000000 Yucaipa-Calimesa Joint Unified
36
67959 0114256 Inland Leaders Charter
36
67959 0124032 Competitive Edge Charter Academy (CECA)
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73858 0000000 Baker Valley Unified

Total Funded ADA or Unduplicated
Pupil
Charter Alternative Education
Percentage1
Number
Grant ADA
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LCFF Base
Grant + NSS
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Grant
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Grant
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County
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-

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N/A
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<td>21,006.38</td>
<td>77.73</td>
<td>181,052,469</td>
<td>28,152,636</td>
<td>20,581,159</td>
<td>-</td>
<td>231,761,162</td>
</tr>
<tr>
<td>36 75044</td>
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<td>Summit Leadership Academy-High Desert</td>
<td>0071</td>
<td>291.05</td>
<td>81.97</td>
<td>2,641,326</td>
<td>432,807</td>
<td>300,187</td>
<td>-</td>
<td>3,374,320</td>
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<tr>
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<td>0112441</td>
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<td>Pathways to College</td>
<td>0801</td>
<td>338.61</td>
<td>85.22</td>
<td>2,783,862</td>
<td>474,482</td>
<td>316,386</td>
<td>-</td>
<td>3,574,730</td>
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<tr>
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<td>N/A</td>
<td>Mirus Secondary</td>
<td>0885</td>
<td>330.67</td>
<td>67.06</td>
<td>3,107,459</td>
<td>416,772</td>
<td>187,380</td>
<td>-</td>
<td>3,711,611</td>
</tr>
<tr>
<td>36 75044</td>
<td>0116707</td>
<td>N/A</td>
<td>Encore Jr./Sr. High School for the Performing and Visual Arts</td>
<td>0971</td>
<td>899.27</td>
<td>60.44</td>
<td>8,087,136</td>
<td>977,573</td>
<td>219,970</td>
<td>-</td>
<td>9,284,679</td>
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<tr>
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<td>LaVerne Elementary Preparatory Academy</td>
<td>1034</td>
<td>444.22</td>
<td>66.67</td>
<td>3,963,938</td>
<td>488,549</td>
<td>213,790</td>
<td>-</td>
<td>4,666,277</td>
</tr>
<tr>
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<td>N/A</td>
<td>Lucerne Valley Unified</td>
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<td>785.80</td>
<td>87.38</td>
<td>6,889,724</td>
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<td>-</td>
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<td>Sky Mountain Charter</td>
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<td>15,385,715</td>
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<td>-</td>
<td>-</td>
<td>16,381,479</td>
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<td>Alta Vista Innovation High</td>
<td>1895</td>
<td>1,912.13</td>
<td>89.39</td>
<td>18,302,908</td>
<td>3,272,194</td>
<td>3,147,185</td>
<td>-</td>
<td>24,722,287</td>
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<tr>
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<td>0135660</td>
<td>N/A</td>
<td>Elite Academic Academy - Lucerne</td>
<td>1962</td>
<td>546.58</td>
<td>83.32</td>
<td>4,708,920</td>
<td>652,870</td>
<td>197,971</td>
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<td>36 75051</td>
<td>0137794</td>
<td>N/A</td>
<td>Gorman Learning Center San Bernardino/Santa Clarita</td>
<td>1977</td>
<td>1,271.12</td>
<td>31.79</td>
<td>11,041,157</td>
<td>701,996</td>
<td>-</td>
<td>-</td>
<td>11,743,153</td>
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<tr>
<td>36 75051</td>
<td>0138107</td>
<td>N/A</td>
<td>Elite Academic Academy - Adult Work Force</td>
<td>1975</td>
<td>62.28</td>
<td>78.68</td>
<td>596,144</td>
<td>93,809</td>
<td>70,583</td>
<td>-</td>
<td>760,536</td>
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<tr>
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<td>0138127</td>
<td>N/A</td>
<td>Investment</td>
<td>1975</td>
<td>62.28</td>
<td>78.68</td>
<td>596,144</td>
<td>93,809</td>
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<td>-</td>
<td>760,536</td>
</tr>
<tr>
<td>36 75051</td>
<td>0139618</td>
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<td>Granite Mountain Charter</td>
<td>2033</td>
<td>3,181.82</td>
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<td>26,600,533</td>
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<td>-</td>
<td>-</td>
<td>28,915,481</td>
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<tr>
<td>36 75051</td>
<td>0139618</td>
<td>N/A</td>
<td>Triumph Academy</td>
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<td>97.74</td>
<td>82.43</td>
<td>935,567</td>
<td>154,238</td>
<td>128,313</td>
<td>-</td>
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<td>Llano Unified</td>
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<td>10,149,651</td>
<td>956,854</td>
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<td>100,305,767</td>
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<td>Apple Valley Unified</td>
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<td>15,545,442</td>
<td>9,104,066</td>
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<td>134,314,313</td>
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<tr>
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<td>Academy for Academic Excellence</td>
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<td>975,196</td>
<td>-</td>
<td>-</td>
<td>12,770,322</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>392,774.74</strong></td>
<td><strong>3,383,236,215</strong></td>
<td><strong>484,908,776</strong></td>
<td><strong>331,396,615</strong></td>
<td><strong>24,295,828</strong></td>
<td><strong>$ 4,295,044,921</strong></td>
<td></td>
</tr>
</tbody>
</table>

Prepared by:
California Department of Education
School Fiscal Services Division
**LCFF Summary Data Descriptions**

Data source used to generate LCFF Summary are the Principal Apportionment Funding Exhibits available at [https://www.cde.ca.gov/fg/aa/pa/](https://www.cde.ca.gov/fg/aa/pa/). Overview information related to the LCFF Summary Data is available at [https://www.cde.ca.gov/fg/aa/pa/lcffsumdata.asp](https://www.cde.ca.gov/fg/aa/pa/lcffsumdata.asp).

Legend: ADA = Average Daily Attendance; CALPADS = California Longitudinal Pupil Achievement Data System; LCFF = Local Control Funding Formula; MSA = Minimum State Aid; SA = State Aid; TK = Transitional Kindergarten; NSS = Necessary Small School; UPP = Unduplicated Pupil Percentage; EC = Education Code; COE = County Office of Education

<table>
<thead>
<tr>
<th>Column Name</th>
<th>Source Exhibit Name(s), Line Number(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funded ADA or Alternative Education Grant ADA</td>
<td>School District LCFF, B-10&lt;br&gt;Charter School LCFF, B-5&lt;br&gt;County LCFF, A-4 + A-7</td>
<td>Total Funded ADA for school districts is the greater of prior year or current year ADA, and includes any ADA funded through the Necessary Small School formula and ADA served by COEs not funded through the County LCFF exhibit. For charter schools and COEs, it is the current year data.</td>
</tr>
<tr>
<td>Unduplicated Pupil Percentage</td>
<td>School District LCFF, D-1 / E-1&lt;br&gt;Charter School LCFF, D-1 / E-1&lt;br&gt;County LCFF, A-14 / A-20</td>
<td>The sum of unduplicated pupil counts for the current and two prior years is divided by the sum of enrollment for the current and two prior years to determine the UPP for the current year [EC Section 42238.02(b)(5)]. For COEs, the Unduplicated Pupil Percentage displayed is for county funded non-juvenile court school students. Juvenile court school enrollment is automatically deemed unduplicated and the UPP is 100% [EC Section 2574(b)(1)(E)].</td>
</tr>
<tr>
<td>LCFF Base Grant + NSS Allowance</td>
<td>School District LCFF, C-5 + G-1&lt;br&gt;Charter School LCFF, C-5&lt;br&gt;County LCFF, A-13</td>
<td>An amount of funding provided for each unit of ADA by grade span. For school districts and charter schools, the K-3 grade span includes an additional adjustment of 10.4 percent and the 9-12 grade span includes an additional adjustment of 2.6 percent of the base grant. Includes funding for school districts with qualifying schools that serve a small population of students and are geographically isolated. Base grant amounts for the applicable fiscal year are available on the CDE's Funding Rates and Information web page (<a href="https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp">https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp</a>).</td>
</tr>
<tr>
<td>Total LCFF Supplemental Grant</td>
<td>School District LCFF, D-7&lt;br&gt;Charter School LCFF, D-7&lt;br&gt;County LCFF, A-19</td>
<td>For school districts and charter schools, the concentration grant is equal to 20 percent of the adjusted base grant, multiplied by an LEA’s UPP and ADA by grade span [EC Section 42238.02(e)]. For COEs, the supplemental grant is equal to 35 percent of the base grant multiplied by ADA and the UPP [EC Section 2574(c)].</td>
</tr>
<tr>
<td>Total LCFF Concentration Grant</td>
<td>School District LCFF, E-8&lt;br&gt;Charter School LCFF, E-8&lt;br&gt;County LCFF, A-27</td>
<td>For school districts and charter schools, the concentration grant is equal to 50 percent of the adjusted base grant (for each LEA with UPP in excess of 55 percent) multiplied by the LEA’s UPP points above 55 percent and ADA by grade span [EC Section 42238.02(f)]. The charter school concentration grant calculation will be capped at the greater of the UPP of their authorizing school district or any school district in which the charter school reported having a physical location. For COEs, the concentration grant for county funded non-juvenile court students is equal to 35 percent of the base grant multiplied by ADA and the unduplicated percentage exceeding 50 percent of enrollment. For juvenile court pupils educated by the COE, the concentration grant is equal to 17.5 percent of the base grant multiplied by ADA [EC Section 2574(c)].</td>
</tr>
<tr>
<td>Column Name</td>
<td>Source Exhibit Name(s), Line Number(s)</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>County Operations Grant</td>
<td>County LCFF, A-1</td>
<td>County Operations Grant calculation is based on (1) a minimum grant per county, (2) the number of school districts in the county, and (3) the ADA in the county attributable to school districts and charter schools [EC Section 2574(a)].</td>
</tr>
<tr>
<td>Total LCFF Entitlement</td>
<td>School District LCFF, H-3 Charter School LCFF, H-3 County LCFF, D-1</td>
<td>The LCFF Entitlement may not equal the sum of the grant amounts because not all of the components of the LCFF Entitlement are included in this data file.</td>
</tr>
</tbody>
</table>
EXHIBIT 5
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name
[Add LEA Name here]

Contact Name and Title
[Add Contact Name and Title here]

Email and Phone
[Add Email and Phone here]

2017-20 Plan Summary

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

[Add text here]

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

[Add text here]

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

[Add text here]

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**

[Add text here]

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**

[Add text here]

**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.

[Add text here]

**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.

[Add text here]

**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.

[Add text here]
### Annual Update

**LCAP Year Reviewed: XXXX–XX**

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

<table>
<thead>
<tr>
<th>[Describe goal here]</th>
</tr>
</thead>
</table>

State and/or Local Priorities addressed by this goal:

- **State Priorities:** [List State Priorities Here]
- **Local Priorities:** [Add Local Priorities Here]

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
<tr>
<td>[Add expected outcome here]</td>
<td>[Add actual outcome here]</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add planned actions/services here]</td>
<td>[Add actual actions/services here]</td>
<td>[Add budgeted expenditures here]</td>
<td>[Add estimated actual expenditures here]</td>
</tr>
</tbody>
</table>
**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.

| [Add text here] |

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

| [Add text here] |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| [Add text here] |

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.

| [Add text here] |
## Stakeholder Engagement

**LCAP Year:** XXXX–XX

### 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?

[Add text here]

### Impact on LCAP and Annual Update

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

[Add text here]
# 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)

| Add selection here |

## Goal 1

[Describe the goal here]

### State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
Local Priorities: [List Local Priorities here]

### Identified Need:

[Add text here]

## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
<tr>
<td>[Add metric here]</td>
<td>[Add baseline here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
<td>[Add outcome here]</td>
</tr>
</tbody>
</table>
## Planned Actions / Services

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

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

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

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

### Actions/Services

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

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

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

[Add 2017-18 selection here] [Add 2018-19 selection here] [Add 2019-20 selection here]

### 2017-18 Actions/Services

[Describe the 2017-18 action/service here]

### 2018-19 Actions/Services

[Describe the 2018-19 action/service here]

### 2019-20 Actions/Services

[Describe the 2019-20 action/service here]

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[Add amount here]</td>
<td>[Add amount here]</td>
<td>[Add amount here]</td>
</tr>
<tr>
<td>Source</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
<td>[Add source here]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
<td>[Add budget reference here]</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: XXXX–XX

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ [Add amount here]</td>
<td>[Add percentage here] %</td>
</tr>
</tbody>
</table>

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).

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

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

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

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

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

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

**Goal**

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

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

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

Percentage to Increase or Improve Services

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

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

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

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

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

• For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils.

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

• For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

   (i) are enrolled in a Non-Public School

   (ii) receive instruction through a home or hospital instructional setting

   (iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

      (i) a regular high school diploma

      (ii) a High School Equivalency Certificate

      (iii) an adult education diploma

      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

   (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

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

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
EXHIBIT 6
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for San Bernardino City Unified School District is $690,234,602.17, of which $555,199,273.00 is Local Control Funding Formula (LCFF), $74,455,173.71 is other state funds, $9,790,738.13 is local funds, and $50,789,417.33 is federal funds. Of the $555,199,273.00 in LCFF Funds, $140,901,620.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
This chart provides a quick summary of how much San Bernardino City Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Bernardino City Unified School District plans to spend $716,953,420.33 for the 2019-20 school year. Of that amount, $132,199,565.00 is tied to actions/services in the LCAP and $584,753,855.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base programs to include site staffing and operational support. Restricted funding used to support identified purpose.

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

In 2019-20, San Bernardino City Unified School District is projecting it will receive $140,901,620.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino City Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Bernardino City Unified School District plans to spend $132,199,565.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:
LCFF Budget Overview for Parents

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

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

In 2018-19, San Bernardino City Unified School District's LCAP budgeted $130,976,245.00 for planned actions to increase or improve services for high needs students. San Bernardino City Unified School District estimates that it will actually spend $129,453,567.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $1,522,678.00 had the following impact on San Bernardino City Unified School District's ability to increase or improve services for high needs students: Although the amount budgeted to increase or improve services for high needs student is less than the projected revenue, the actions and services identified in the LCAP will met with the carryover of one-time funding and supplemented by other funding sources, including Title I and Title IV funds. The difference between planned activities and the total actualized expenditures for actions and services may not be reflected as actual expenditures when the financial report was generated. A significant amount of professional development activities were to occur in June and July, and subsequently not reflected in actual expenditures because the services had not yet occurred. In addition, planned expenditures may actualize in July/August that are consistent with the three-year LCAP.
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Local Control Accountability Plan and Annual Update (LCAP) Template

### LEA Name
San Bernardino City Unified School District

### Contact Name and Title
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#### 2017-20 Plan Summary

**The Story**

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

San Bernardino City Unified School District (SBCUSD) is made up of 49,454 students, with 90% Socioeconomically Disadvantaged, 26% English Language Learners (EL), 12% Special Education students, 8.9% Homeless, and 12.6% Gifted and Talented (GATE). The Unduplicated count of Socioeconomically Disadvantaged students, English Learners, and Foster Youth is 91%.

The student population is made up of many ethnicities with 76% of the students identifying as Hispanic Latino. The other students identify as African American 11%, White 6%, Asian 1%, Two or more Races 1%, and Other 1%. While 96% of the English Language Learners students speak Spanish, more than 40 different languages are spoken including Vietnamese, Khmer, Arabic, Filipino, Samoan, Hindi, Punjabi, Hmong, and Thai.

SBCUSD is the tenth largest school district in the state with 74 schools, pre-K through high school, including 50 elementary schools, 11 middle schools, 8 comprehensive high schools, 3 alternative schools, and 2 continuation high schools to serve our diverse group of students. There are also 12 state funded charter schools in SBCUSD that are required to create their own Local Control and Accountability Plan (LCAP).

The students and community of SBCUSD are served by a thoughtfully developed Community Engagement Plan, which serves as an umbrella under which all other plans are aligned. The alignment of all district plans allows for a focus on the following:

- A rigorous, well-rounded, Tier I instructional program
Professional learning of staff and leaders to improve the quality of instructional leadership and access to high level, engaging lessons

Direct services to include transportation, counseling, and before and after school program

Safety, security, and positive learning environment with Positive Behavior Intervention Support, Restorative Justice, and student voice

Authentic parent engagement workshops and opportunities, including placing "parent hubs" at six of the comprehensive high schools

Frequent student group monitoring via local metrics (Key Performance Indicators), in addition to the California School Dashboard, to effectively and efficiently identify the areas to accelerate academic achievement and close learning gaps

SBCUSD’s LCAP reflects support for programs and services such as:

- Advancement Via Individual Determination (AVID)
- Gifted and Talented Education (GATE)
- Visual and Performing Arts (VAPA)
- Creative Before and After School Programs for Success (CAPS)
- College, Career and Linked Learning
- Before and after school enrichment and intervention
- Centralized support for sites, facilities and operations
- Athletic Strategic Plan
- Positive Behavior Intervention Support (PBIS)
- Restorative Justice
- A-G Requirements for acceptance to California State University and University of California
- Professional Development
- Establishment of the Family Engagement Partnership Office, 6 Centers, and a Community Partnership office.

LCAP Highlights

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

The 2017-2020 LCAP is driven by Key Performance Indicators (KPIs) that are aligned with state and local performance indicators, and measure the progress towards meeting three major goals:

1. Academic Achievement

Student academic performance, including English proficiency, will be at a “Standards Met or Greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on A-G coursework and College and Career Pathways.
2. School Climate and Campus Environment
In order to support student academic achievement and engagement, all students will be educated in learning environments that are clean, safe, well maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, citation, and chronic absenteeism rates.

3. Student, Parent, Community Engagement, and Support
SBCUSD will engage, educate, and involve students, parents, and the community as partners with a focus on academic achievement, careers, and social services through a network of resources, allies, and alliances.

To support the LCAP goals, an interactive LCAP development process has generated key focus areas or themes including:

- Provide personnel to support students
- Provide after school programs
- Provide study trips (field trips)
- Provide opportunities for parents through learning and engaging community partnerships
- Provide summer opportunities
- Provide professional development for staff in teaching strategies for diverse learners (e.g., English Learners, Special Education, racial student groups, etc.)
- Provide safety, security, and Positive Behavioral Intervention and Supports (PBIS)
- Improve performance management systems to better inform staff and stakeholders on student progress

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

Since the 2013-2014 implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), the San Bernardino City Unified School District (SBCUSD) has been able to systematically align LCFF resources and LCAP accountability seamlessly within the district’s Community Engagement Plan (CEP). The inclusive and collaborative stakeholder engagement process has served as an instrumental element of the CEP and natural extension that has integrated the district’s LCAP.

Review of the current data in the California School Dashboard, provides clear evidence that SBCUSD continues to make significant strides in the cohort graduation rates – with “All Student Performance” and “Student Groups.” In 2017-2018, there was a .2% increase with a graduation rate of 91.8%.

Additionally, 5.1% of students suspended at least once has declined 0.6% from the previous year, moving the performance level from orange to yellow. The following groups also had a decline in suspension rates:

- African American student group declined 2.2%, moving from orange to yellow
- American Indian student group declined 0.6%, moving from red to orange
Students with Disabilities declined 0.7%, maintaining at orange performance level
-Hispanic student group declined 0.4%, moving from yellow to green

The continuation of several factors allow the district to demonstrate growth in four-year cohort graduation rates. SBCUSD continues to leverage both LCFF and supplemental federal resources to build upon successes by implementation of expanded Advancement Via Individual Determination (AVID) programming, which includes elementary schools. The utilization of student interns to work in small groups with students continues to yield increased engagement and work completion. In addition, the district’s realigned A – G course schedule and increased counselor staffing allows for an “all student access” availability of college track courses. Finally, data-driven intervention and support programs continue to be implemented to assist students in recovering credits during school, after school, and during intersession/summer programs (e.g. APEX, AVID Bridge, and Superintendent’s Graduation Program).

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

Based on the current data reflected in the Fall 2018 California School Dashboard, the areas of greatest need for SBCUSD are Chronic Absenteeism and the College/Career indicator. Chronic Absenteeism is a new indicator being reported this year.

13.6% students are chronically absent in the district, with a performance level of orange. Nine of the thirteen numerically significant student groups are in the red or orange level, and no student groups are in the green or blue level. American Indian, African American, and Homeless student groups are in the red performance level category. Asian, Filipino, Pacific Islander, Socioeconomically Disadvantaged, Two or More Races, and White student groups are reported as orange.

Fall 2018 is the first year for a performance level for the College/Career indicator to be reported. The Fall 2017 Dashboard reported a “status”. The 2018 Dashboard reflects that 34.1% students are prepared for college or career, with a performance level of Orange. Six of the nine numerically significant student groups are in the red or orange level, and no student groups are in the green or blue level. English Learners and Foster Youth are in the red performance level category and African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities are reported as orange. The College and Career Readiness/Linked Learning Department is implementing a strategic approach to address the needs of students and increase the performance level of all students in 2019. Presently, there is a focus on increasing district-wide enrollment in Pathways as well as the improvement in coding the classes. The improvement of coding will more closely align the Pathways classes to the CBEDs system, to allow for a more accurate reflection of the classes and programs that students are completing. The College and Career Readiness/Linked Learning Department is also working with counselors to get students to commit to a two-year plan or 300-hour Pathway.

Secondary Education is addressing the academic portion of the College Career Indicator (CCI) with various programs. An internship/concurrent enrollment program at Valley College has been
established at the high schools for SBVC and CSUSB. New courses that are created are given the appropriate A-G credit in the UC Course Management Portal. An SAT School Day for all 11th grade students was held for the 1st time in the history of the SBCUSD. All students were allowed to take the SAT, for free, during the regular school day. International Baccalaureate (IB) and Advanced Placement (AP) tests are coordinated and facilitated for all district high schools including: the training of AP/IB teachers, paying for course materials, and subsidizing costs for student testing. Additionally, all “military/leadership” courses in the AERIES course catalogue were correctly coded for the annual CALPADS data draw. Over 30 new Career Pathway courses for high school were created, and all Career Pathway courses reflected the new CBEDS coding system (introductory, concentrator, capstone) for accurate CALPADS data.

Based on the current data reflected in the California School Dashboard, Chronic Absenteeism and College/Career Readiness will require a focused response to achieve improvement for all students. Presently, Youth Services is implementing Operation Student Recovery (OSR), a collaboration between the district and our community partners, targeting students who are at risk of becoming chronically absent. This event is done at least three times a year. Students grades K-12 are referred when they have excessive absences. The team speaks with parents to offer resources and explain the obligation to ensure that their students come to school on time, every day. Additionally, Attendance Assistants are assigned to school sites to check on non-attending students and attempt to bring these students to school. Collaborate with Loma Linda University to contract Community Health Education Worker (CHEWS) to help parents understand laws and Ed codes regarding attendance. As well as facilitate meetings and offer resources to parents and students.

The School Attendance Review Board (SARB) addresses K-12 who are referred when they have excessive absences. The team speaks with parents to offer resources and explain the obligation to ensure that their students come to school on time, every day.

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**

The Fall 2018 Dashboard reflects performance gaps in mathematics for African American students, graduation rate for Foster Youth, English Learners, and Students with Disabilities and suspension rates for Foster Youth and Pacific Islander. In mathematics, the African American student group is red, while the district is yellow. This group moved into red for Fall 2018 with a decrease of 1.8 points below standard. For graduation rate, Foster Youth is red (Fall 2017-yellow), English Learners (Fall 2017-green), and Students with Disabilities (Fall 2017-yellow) are orange, while the District is green. Foster Youth and Pacific Islander student groups continue to be red in suspension rates as compared to the District, which is yellow for Fall 2018.

San Bernardino City Unified School District is eligible for Differentiated Assistance, due to three red indicators on the California School Dashboard for Foster Youth students in the area of College and Career, graduation rate, and suspensions. Through case management and collaboration with school sites, district departments, community organizations, and outside government agencies, Access to Learning for All Students (A.T.L.A.S.) provides supports and services to students in foster care. A.T.L.A.S. strives to eliminate barriers and ensure access to an equitable education, while implementing and maintaining district-wide systems that align to federal and state legislation for this vulnerable student population. Programs, such as improvement in the identification of foster youth, an
increase in services to students for basic needs, liaisons at each middle and high school, immediate access for students to CAPS for academic support, summer academic and enrichment programs at Jones Elementary School and Martin Luther King Jr. Middle School, as well as transportation offered to students (which will allow them to remain at their school of origin in the case of a change of placement), are available to students. Case management is provided to the most at risk 7th-12th graders, and active student participation in site-based and district-wide forums are in place. Moreover, regularly scheduled grade checks are done by the liaisons assigned to each Foster Youth student. In the event that a student is having difficulty, their liaison will work with the school and teacher to access extra support for the student and remove any barriers that might be interfering with the student’s opportunity to be successful. The suspensions of Foster Youth are also closely monitored. A daily suspension report is provided to each of the Foster Youth/Homeless student liaisons. Each suspension is reviewed to determine if there is anything that can be done to support the student and ways to prevent future suspensions.

The Students With Disabilities student group has an orange performance levels in graduation rate, demonstrating two levels below the green performance level for “All” students.” It is the goal of the San Bernardino City Unified School District to close this achievement gap and to increase the capacity of its schools by providing appropriate specially designed instruction, related services, supplementary aids, services and support to students in special education in the general education classrooms to the maximum extent appropriate. The Secondary Education Department partnered with the Special Education Department(s) to ensure alignment of courses and instructional expectations. The core discipline course sequence has been aligned to ensure that Special Education courses reflect Common Core Standards. Additionally, new Common Core State Standards-based courses have been created to replace the Algebra, Geometry, Algebra 2 sequence that had been in use.

The Pacific Islander student group continues to be red in suspension rates as compared to the district-wide scores, which are yellow per the Fall 2018 California School Dashboard. In response, the district is strengthening PBIS Tier I and Tier II and Restorative Justice practices with an additional focus on Pacific Islanders. Data and discussion around Pacific Islander suspension rates at Vice Principal Workshops for 2019-2020 is scheduled. The creation of awareness at school sites is a step toward understanding the frequency and reason behind the present level of suspensions of this particular student group. Events such as “Pacific Islander Synergy Day” will also take place to provide additional support to students.

In mathematics, the African American student group is red, while the district-wide score is yellow. Too address this performance gap, Secondary Education ran a math pilot program at middle and high schools for the 2018-2019 school year. These pilots were aimed at targeting struggling students (based on CAASPP data and math grades) at each site while simultaneously collecting data to determine the effectiveness of the math intervention. Secondary Education also worked with Doug Reeves on effective grading practices in order to promote evidence-based grading practices amongst our teachers. Many of these practices served to not only improve student grades that accurately reflect a students’ abilities, but to nurture students' positive feelings about their performance and confidence. Additionally, monthly math Professional Learning Community meetings were held in order to build teacher capacity. UCLA’s Curtis Center was contracted to develop teacher capacity, rework the math scope and sequence at every level, and develop curricular guides with aligned math activities. Supplementary math resources were also purchased to improve student math mastery.
For graduation rate, English Learner students are orange while the district-wide score is green. The English Learner Department has implemented increased direct support to school sites to support students. Staff capacity has been improved with the support of 6 Program Specialists to provide training to teachers that principally benefit English Learner students, the intended result being the increased reclassification and English language proficiency of our English Learner students. Additional training is also provided by the English Learner Facilitator Institute. Counseling support is also being provided to directly support English Learner students.

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.

The following schools have been identified for Comprehensive Support and Improvement:
Lincoln Elementary, Newmark Elementary, Arrowview Middle School, Sierra High School, and Star Community Day School

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.

Support for Identified Schools
The San Bernardino City Unified School District will provide ongoing support to sites to ensure all ESSA required elements are addressed in the School Plan for Student Achievement (SPSA).

For CSI-identified schools, the District hosted a group meeting to inform sites of CSI identification, and the effects of that identification. Following the group meeting, the District met individually with identified sites to review requirements for the CSI-SPSA. For each CSI-identified site, the District worked with site leaders to analyze California Dashboard reports, and site Data Protocols, as well as data contained in the School Site Dashboards (District Benchmark Data for the site, CAASPP scores, chronic absenteeism, and English language proficiency test scores). Site leaders worked with their staff and parent advisory groups (SSC, ELAC, and AAPAC) in order to conduct a needs assessment.

The Educational Services Division, including the Categorical Programs Department, then supported each CSI school in the identification of evidence-based strategies through a variety of interactive opportunities, including: one-on-one site support; periodic “open house” skill clinics at the District; and theme-based workshops at the District Office. Additionally, the Director, Coordinator, and Program Specialists in the Categorical Programs Department assisted sites in their use of Evidence-Based Solutions research from Attendance Works, Kagen research and rationale on English Learner success, and What Works Clearing House. The District also led sites through analyses of John Hattie’s research on effect sizes to select evidence-based interventions. Sites were shown a list of 250 evidence-based strategies and their effect sizes. Sites were able to use their site data, research,
and information on the effect sizes of a variety of strategies to select interventions that are most likely to have a positive effect on student outcomes.

District staff provided timely feedback and technical guidance in the development of the CSI plan consistent with the guidance provided by the California Department of Education consultants. The development of the SPSA at all school sites included the participation of the School Site Council and English Learner Advisory Council.

Support includes utilizing the site-based school plan monitoring record to provide regular:

- Budget-plan alignment
- Data protocol analysis

Training, coaching, and guidance in conducting a comprehensive needs assessment to be utilized in the development of the SPSA is provided by the Categorical Programs Department, as part of the on-going support provided to sites.

The Educational Services Division provides:

- Skill Clinics to maximize evidenced-based expenditures
- Site leadership meetings to support the implementation of the Principal's Work Plan that directly aligns professional development and data as it relates to professional learning and collaboration
- Coaching and mentoring on evidenced-based strategies

CSI schools identified resource inequities during the plan development while conducting a comprehensive needs assessment, including a root cause analysis. To support sites in this process, the District provided specific achievement data, including site Benchmark and CAASPP scores, attendance rates, suspension and referral data, English language proficiency assessment data (TELL, ELPAC), and budget information. During District CSI-SPSA group meetings, the District reviewed the specifications for what constitutes a resource inequity, and provided information on how inequities could be discovered at the site level. In individual meetings with sites, the District worked with site leaders to review data. Sites worked with their staff members and parent groups to analyze data and determine whether resource inequities existed, and how those inequities should be rectified. Sites included mechanisms to address the inequities within the scope of the plan (e.g., modifying the school's master scheduling in order to maximize student access). In addition, the District is working with CSI schools to identify common challenges, and alignment of practices that will best utilize CSI funding from the State and positively impact desired school outcomes.

**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.
Improvement (CSI) school plans through a team approach of monitoring and evaluating the effectiveness of the evidenced-based strategies outlined in the SPSA-CSI Plan. Each CSI identified school will have a central office staff person (program specialist) assigned to provide direct support and technical guidance. In addition, the existing school plan monitoring record has been amended to include specific “check-in” dates to monitor school progress throughout the school year. Based on the District’s theory of action of Learn-Plan-Practice-Refine, the instructional leadership model will be aligned with four key areas of focus: instructional supervision, capacity-building systems, teacher outcomes, and student outcomes.

District staff will offer skills clinics to maximize the use of evidence-based expenditures. Site leadership meetings to support the implementation of site professional development foci, through the Principal Work Plan, will regularly meet as part of the school’s on-going comprehensive needs assessment.

These monthly meetings will include a review of School Site Dashboards, which contain Benchmark and CAASPP data, chronic absenteeism rates, suspension data, referral data, TELL scores, and ELPAC scores. The District will work with site leaders to review walkthrough data, and observations, in addition to summative data as reflected on the California School Dashboard. The District will work with site leaders to monitor and evaluate strategies to determine if the resources (people, time, and funds) are meeting the needs of teachers and students. The District considers CSI plans to be successfully implemented when schools show a 15-point gain or more in each area of focus, as reflected by the California Dashboard.

Through monthly site leadership meetings, the District will support each school’s Principal Work Plan through a collaborative approach of data collection, analysis, interpretation, and presentation of student outcome data and observation protocol data. The use of both trailing indicators (to support intervention needs) and leading indicators (to support sustainable improved outcomes), will better assist site administration and stakeholders to identify root causal factors and evidenced-based strategies to improve student achievement. Site-based observations and feedback will be conducted by the Superintendent’s Cabinet as it relates to plan implementation.

In addition, site leaders receive feedback from their prime evaluator on the progress the site is making to increase student achievement.
Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

<table>
<thead>
<tr>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student academic performance, including English proficiency, will be at a “standards met or greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on A-G coursework and College and Career Pathways.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

| State Priorities: 1,2,4,5,7 |
| Local Priorities: 1,3,4,5,7 |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Increase student Smarter Balanced Assessment Consortium Achievement in English Language Arts and Math grades 3-8, 11</td>
<td></td>
</tr>
<tr>
<td>1.1 CAASPP ELA and Mathematics - Distance from Standard (DFS):</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (Smarter Balanced Assessment)</td>
<td></td>
</tr>
<tr>
<td>2017-18 Status: Distance from Standard -26 points</td>
<td></td>
</tr>
<tr>
<td>Change from prior school year: Increased 8.5 points</td>
<td></td>
</tr>
<tr>
<td>Local indicator of potential Smarter Balanced Assessment Consortium English Language Arts</td>
<td></td>
</tr>
<tr>
<td>2018-19 results:</td>
<td></td>
</tr>
<tr>
<td>a. ELA Benchmark #2, Grades 3-8 34.4%</td>
<td></td>
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<tr>
<td>At/Above</td>
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<tr>
<td>Metric</td>
<td>Grade</td>
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<td>------------------------------------------------------------------------</td>
<td>-------------</td>
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<tr>
<td>b. Early Literacy 1 Grades K-2</td>
<td></td>
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<tr>
<td>c. Early Literacy 2 Grades 1-2</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics (Smarter Balanced Assessment)

2017-18 Status: Distance from Standard -64 points
Change from prior school year: Increased 5.4 points

Local indicator of potential Smarter Balanced Assessment Consortium Math results:

- **Math Benchmark #1, Grades 3-8** 30.5% Meets/Exceeds
- **Math Benchmark #2, Grades 3-8** 36.1% Meets/Exceeds

2016-17 Status and Change - Change from prior school year 5.3
Average Scale Score distance from 3-63.0

Local indicator of potential Smarter Balanced Assessment Consortium Math results:

- **Math Benchmark #1, Grades 3-8** 15.9% Meets/Exceeds
- **Math Benchmark #2, Grades 3-8** 24.6% Meets/Exceeds

1.2 Increase 4 year Cohort Graduation Rate

1.2 Graduation rate:

- **Class of 2018**, 91.8% (Maintained 0.2%)

Local Indicator:

- **Grade 12 Credit Ready Class of Seniors Semester 1** 2018-19 94.0%
<table>
<thead>
<tr>
<th>1.3 Increase District Overall Average Daily Attendance Rate (ADA)</th>
<th>1.3 Year-to-date estimate of attendance from Attendance Accountability Office 94.6% (Growth target 96.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 94.8% to date</td>
<td>Actual Attendance 2017-18 94.4% (Growth target 97%)</td>
</tr>
<tr>
<td>Actual Attendance 2016-17 94.8% (Growth target 97%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4 Increase Number and Rate of students that pass Advanced Placement exams with a score of 3 or higher</th>
<th>1.4 Students that pass Advanced Placement exam with 3 or higher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4a Advanced Placement Test Semester 2 Participation Advanced Placement</td>
<td>• 2018-19 Results expected July 2018</td>
</tr>
<tr>
<td>1.4b Advanced Placement passage rate, with a score of 3 or higher</td>
<td>• 2017-18, % Pass 33.8%</td>
</tr>
<tr>
<td></td>
<td>• 2016-17, % Pass 27.6%</td>
</tr>
<tr>
<td></td>
<td>• 2015-16, % Pass 29.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Indicator: Percentage of A/B Letter Grades earned in first semester Advanced Placement Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grade 10 74.4%</td>
</tr>
<tr>
<td>• Grade 11 59.8%</td>
</tr>
<tr>
<td>• Grade 12 62.5%</td>
</tr>
<tr>
<td>• Grade 10-12 62.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Increase share of students who are college and career ready: California School Dashboard College/Career Indicator</th>
<th>1.5a California School Dashboard College/Career Indicator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>• Class of 2018-19 Results will be available fall of 2019</td>
</tr>
<tr>
<td></td>
<td>• Class of 2017-18 34.1%</td>
</tr>
<tr>
<td></td>
<td>• Class of 2016-17 35.5%</td>
</tr>
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<table>
<thead>
<tr>
<th>1.6 Increase share of English Learners that become English Proficient</th>
<th>1.6 Share of English Learners that become English Proficient:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 English Learner Reclassification Rate</td>
<td>2017-18- 16.0%, Reclassification (Growth target 16.0%)</td>
</tr>
<tr>
<td></td>
<td>2016-17- 10.0%, Reclassification (Growth target 15%)</td>
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<table>
<thead>
<tr>
<th>1.7a English Learner Reclassification Rate</th>
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<tbody>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
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<td>---------</td>
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<tr>
<td>1.7a</td>
<td>English Learner Reclassification Rate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.7b</td>
<td>Long Term English Learners (LTELs)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Decrease Middle School dropout rates</td>
</tr>
<tr>
<td>1.9</td>
<td>Decrease High School Dropout rates</td>
</tr>
<tr>
<td>1.10</td>
<td>Rate of teacher misassignment</td>
</tr>
<tr>
<td>1.11</td>
<td>Student access to standards-aligned instructional materials</td>
</tr>
</tbody>
</table>
## 1.12 Implementation of Common Core State Standards (CCSS) for all students, including EL

1.12 CA School Dashboard:
Fall 2018 Option 2: Self Reflection Tool:
The following areas are at a level 4, Full Implementation:
- English Language Arts- Common Core State Standards for English Language Arts
- English Language Development (Aligned to English Language Arts Standards)
- Mathematics- Common Core State Standards for Mathematics

The following areas are at a Level 2 (Beginning Development Phase) due to the level of Common Core state standard textbook alignment and implementation at the State level:
- Next Generation Science Standards
- History-Social Science

## 1.13 Student Access and enrollment in all required areas of study

1.13 CA School Dashboard:
Fall 2018 - Met (new local indicator)

### Actions / Services

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide before/after school, summer and other learning opportunities to support and enrich student learning for all students.</td>
<td>GATE/Advanced Learner After School Enrichment Summer Camp Invention was implemented in the summer of 2018, with 120 students. It is anticipated that 300 students will participate in June 2019.</td>
<td>$2,225,000 LCFF Certified Salaries Classified Salaries Employee Benefits</td>
<td>$2,947,079 LCFF Certified Salaries Classified Salaries Employee Benefits</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
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</tbody>
</table>
| b) Develop CAPs program to include elementary school sports teams.  
  c) Expand CAPS summer programming. (Reflected of Strategy I: b)  
  o Expand middle school and high school intersessions and summer bridge programs to At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).  
  o Puente Project  
  o Gear Up  
  d) Develop CAPS programming and support  
  e) Implement academic intersession programs targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).  
  o Superintendent’s Grad Program  
  f) Homework Center | Additionally, some elementary schools are implementing a summer program for their GATE/Advanced Learners.  
  **A Creative Before and After School Programs for Success (CAPS)**  
  - 2,275 students attended the award-winning 2018 Connect2Summer Program at 21 schools. Connect2Summer went from 10 sites in 2017-18 to 21 sites in 2018-19  
  The anticipated benefit of the scheduled summer CAPS programs will be a reduction in "summer slide" academic regression that occurs when students are on extended breaks from school.  
  - Over 1,400 additional students were added to CAPS to virtually eliminate wait list.  
  - Students who regularly attend CAPS 150 days or more attend regular school the following percentages:  
    - Elementary attend regular school 97.35%  
    - Middle School attend regular school 97.98%  
  - Over a thousand participants attended the iCreate Family Fair at the National Orange Show.  
  - Middle School Sports are available at 11 middle schools with 4 sports | Books and Supplies Services and Other Operational Expenditures | Books and Supplies Services and Other Operational Expenditures |
<table>
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<tr>
<th>Planned Actions/Services</th>
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</table>

throughout the year. Approximately 2,000 students participate.
- The 61 Golf program averages 143 students and 11 schools. Students are learning the etiquette and culture of golf.
- Akoma averages 81 students. Akoma is revitalizing the Anne Shirrells Community Garden.
- Project Fighting Chance averages 61 students. Project Fighting Chance has two nationally ranked boxers and is expanding their program to include homework help, chess, art, and guitar.
- C.H.O.R.D.S averages 70 students. C.H.O.R.D.S. has been involved in several music events.
- Broadway Bound averages 132 students and 4 schools.
- Movie Wizards averages 45 students at Arroyo Valley High.

**Targeted Support for School Progress (TSSP)**
All Targeted Support for School Progress (TSSP) schools have been provided support through a TSSP specialist. The TSSP specialist has worked with grade and content area teams on instructional practices that support content standards learning and student engagement. The specialists have also worked with individual teachers to support them in improving instructional practices through a continuous
### Gear Up

Gear Up follows the San Bernardino City Unified School District class of 2020 up to their high school graduation. Tutoring and mentoring on campus is available. A trip to the University of California campuses in the summer of 2018 was offered and students were able to take classes at Cal...
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</table>
| State University San Bernardino concurrently while attending high school. Additionally, classes that need to be made up are available to be taken in the summer, so that students don’t fall behind. | **AVID**  
The 2018-19 school year is the fourth year of district-wide AVID implementation, with 39 elementary schools participating in the program. Middle schools continue to cite a stronger transition and they see a difference with the students coming from AVID Elementary schools with note-taking skills, self-pride, and motivation among all students.  
Organizational tools are consistently used among the students who participate in AVID. Students who have participated in AVID have stronger understanding of college, career, technical and work-based opportunities. AVID schools are promoting a college and career going culture, and have developed systematic and consistent use of school-wide strategies. | 23 schools participated in the 2018-19 school |  |
<table>
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<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
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</thead>
</table>
| Implement targeted programs to improve the support and performance of Foster Youth/Homeless Students. | Through case management and collaboration with school sites, district departments, community organizations, and outside government agencies, Access to Learning for All Students (A.T.L.A.S.) continues to provide supports and services to students in foster care. A.T.L.A.S. focuses on eliminating barriers and ensuring access to an equitable education, while implementing and maintaining district-wide systems that align to federal and state legislation for this vulnerable student population. A.T.L.A.S. provides:  - Case Managers/Liaisons to provide consistent and individual support to students and families. They also work closely with schools and community. | $256,000 LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures | $511,593 LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures |
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<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
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</table>
| agencies to serve as a resource for students and sites.  
- Funding to support tutoring for foster youth and homeless students  
- Mentoring for students at San Andreas High School  
- Professional development for district and site personnel  
- Additional duty pay for counselors at each middle and high school to serve as a single point of contact for students, families, and outside agencies  
- Services and supplies that help to remove barriers for students to access an equitable education, including:  
  - Food  
  - Clothing  
  - Backpacks  
  - School Supplies  
  - Transportation  
  - Jackets  
  - Hygiene supplies  
  - Sleeping bags, pillows, blankets | | |

**Action 3**

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<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop summer academic enrichment programs to support English Learner students, including Newcomers and Long Term English Learners.</td>
<td>Summer of 2018 - Four secondary schools (Shandin Hills, Indian Springs High School, Sierra High School, and San</td>
<td>$842,444 LCFF Certificated Salaries</td>
<td>$775,066 LCFF Certificated Salaries</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
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<td>Bernardino High School hosted an English Learner summer school program.</td>
<td>Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
<td>Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
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**Action 4**

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<tr>
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<th>Budgeted Expenditures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide increased support for At-Risk Student Groups, including Special Education students, and programs to improve and enhance student learning.</td>
<td><strong>African American Student Achievement:</strong> The daily monitoring of African American student attendance and achievement are being supported and monitored by a teacher at every school. Professional development to support district staff in 2018-2019 included:</td>
<td>$28,120,919 LCFF Certificated Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
<td>$37,158,863 LCFF Certificated Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>a) Provide direct support personnel for increased services and interventions to students, and professional learning opportunities and support to build teacher and school administrator capacity.</td>
<td>i) African-American ii) AVID iii) English Learners iv) GATE v) Latino vi) Tutoring vii) Cal- Safe Unrestricted viii) Community Day Schools ix) Personnel x) School Based Pupil Motivation/Pupil Retention</td>
<td></td>
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</tr>
<tr>
<td>• Cultural Proficiency with Dr. Delores Lindsey and Dr. Randall Lindsey • Professional Development and training for Equity and Targeted Student Achievement (ETSA), Opportunity Gap Specialist (OGS) and Equity Team with Lasana Hotep • Excellence Through Equity Conference, National Alliance Black School Educators Conference (NABSE), Dream Deferred Conference, California Association of African American Superintendents and</td>
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$28,120,919 LCFF Certificated Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures

$37,158,863 LCFF Certificated Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures
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<tbody>
<tr>
<td>xi) School Site Teaching Allocations/Abe/Dual/Sankofa</td>
<td>Administrators Conference, and the Builder’s Lab Conference - Footsteps to Freedom Study Tour</td>
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<td>xii) Youth Court Hearing Panel</td>
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<tr>
<td>b) Targeted Support for School Progress (TSSP)</td>
<td>AVID: Advancement Via Individual Determination (AVID) students in our district and throughout the RIMS (Riverside, Inyo, Mono and San Bernardino counties) AVID region lead the nation in the number of seniors completing the program. Students enrolled in the AVID Elective continue to exceed district percentages in attendance (+3%) and A-G completion rates (+2%). AVID Elective seniors have a four-year college acceptance rate over 90% with Middle College High School at 100%. Personal and academic organization is a focus, providing a skill set to promote college success. Sixty-three AVID seniors were awarded AVID scholarships in 2019 totaling over $90,000.00.</td>
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<tr>
<td>i. Provide for the continued use of a district Learning Management System that will allow on-line access to resources, training, and on-line courses for parents, students, teachers, and administration.</td>
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<td>ii. PowerPoint supplies</td>
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<td>iii. Support the implementation and development of 1 to 1 take-home technology programs for middle and high schools to allow for learning outside of the regular school day.</td>
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<td>iv. Remaining TSSP funds to be determined to support identified schools across Goal I strategies.</td>
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<td>Increased Site Support from RIMS AVID &amp; Program Specialists</td>
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<td>Development of Data Dashboards measuring key support and SAT School Day</td>
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<td>AVID Certification Progress Monitoring</td>
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<td>English Learners:</td>
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<td>Six Program Specialists were provided to support and provide training to teachers, who principally benefit English Learner</td>
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<td>Planned Actions/Services</td>
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<td>students in the Reclassification rate and English language proficiency increase.</td>
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<td></td>
<td>A counselor was provided to Indian Springs High School to directly support English Learner students. This additional counseling was provided to support the focus on an increased Reclassification Rate.</td>
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<td></td>
<td>Additional duty and training for English Learner Facilitators at each site, and Professional Development on ELD for paraprofessionals, teachers, and administrators was also provided.</td>
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<td>Increased focus on Reclassification resulted in an increased Reclassification percentage and implementation of the Long Term English Learner Action Plan which included:</td>
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<td></td>
<td>• Placement guidelines</td>
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<td></td>
<td>• New curricula</td>
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<td>• Professional development</td>
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<td></td>
<td>• College intern tutors and mentors.</td>
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<td>Implementation of Effective English Language Development (ELD) implementation which included:</td>
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<td></td>
<td>• Implementation of the Test of English Language Learning</td>
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<tr>
<td></td>
<td>• Additional duty and training for English Learner Facilitators at each site</td>
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<tr>
<td>• Professional Development on ELD for paraprofessionals, teachers, and administrators Digital Curriculum and assessments, such as Imagine Learning and Renaissance Learning for improved instruction and progress monitoring, and a Contract with the California Association for Bilingual Education was also provided. <strong>GATE-Elementary:</strong> The assessment for GATE identification was updated, which involved implementing universal screening of all district 2nd graders using an online assessment. The online assessment with updated norms allows for more accurate identification of students for gifted and talented programs. There has also been an increase in students identified through high achievement measures. Additionally, students can now receive differentiated instruction at more home schools in addition to magnet schools. <strong>GATE/Advanced Learners:</strong> 50 Advanced Placement (AP) teachers in Math, English Language Arts (ELA), World Languages, History, Sciences and Art were trained which directly increased student capacity and college readiness. Over 6,500 students participated in the Pre Scholastic Aptitude Test (PSAT), and</td>
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<td>Planned Actions/Services</td>
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- the SBCUSD supported Scholastic Aptitude Test (SAT) School Day, with over 2,400 students participating. This clarified and demonstrated the district’s commitment to ensuring preparation and opportunities for college entrance to students. AP examinations at six high school sites culminated the year’s goals of college preparation and opportunities for college course credit, as well as the following:
  - PSAT Exams for middle Schools and high schools
  - International Baccalaureate (IB) Team Collaborations
  - Site Visits to Indian Springs High School, Cajon High School, and San Bernardino High School
  - Funding to sites to use ManageBac online data center for IB
  - History/Social Science Textbook Adoption Committee and Presentations
  - Textbooks and printing costs for Advanced Placement, International Baccalaureate, Middle Years Program and Honors classes.

**Other Advanced Learner Impacts:**
Increased Site Visits

**Latino Student Achievement:**
Increased support to school sites, building staff capacity through the following:
<table>
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<th>Planned Actions/Services</th>
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</thead>
</table>
| • Resources to support AVID programming  
  • Support to school sites, building staff capacity through professional development: ▪ Program Specialist support to Counselors and additional duty/substitute costs  
  ▪ Additional Educational Assistants at sites  
  ▪ Conferences and other professional development opportunities for teachers, paraprofessionals, and parents  
  • Curriculum for students in need of reading and math academic support including: ▪ IXL, Reading A-Z, Kagen Publishing, iStation and Avant Assessment  
  • Supplemental AVID support to elementary, middle, and high schools to enhance: ▪ AVID programming, including strategies, resources, and student interns that extend to over 40 elementary schools, and all secondary schools  
  ▪ Dual Immersion Conference  
  ▪ College and Career Field Trips |
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</table>
| • Contracts to support parents, staff, and students, that include:  
  ▪ Future Leaders, FastTranslator, Educational Achievement Services (Student Leadership, S.L.I.C.K.), and Pearson Learning  
  ▪ Summer School extended learning opportunities  

**Targeted Support for School Progress (TSSP):**
Remaining TSSP funds, based on a per pupil allocation, continued to be provided in the 2018-2019 school year. The subscription for the district-wide “Its Learning” management system, was renewed to allow online access to curriculum resources, training, and online courses for parents, students, teachers, and administration. Additionally, the purchase of presentation supplies continues to be supported.

**1:1 Take-Home Pilot School Program:**
The 1:1 Take-Home Pilot School Program was expanded to provide effective integrated technology use through professional learning, support of multiple Site Tech Coaches, parent training, and conference attendance for teachers at Arrowview, Curtis, Del Vallejo, Golden Valley, Serrano, Shandin Hills, and Chavez Middle Schools, and Pacific High School.
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<tbody>
<tr>
<td>Protective cases were purchased for expansion of the 1:1 Take-Home Pilots in 2019-2020 to include King Middle School and Arroyo Valley High School.</td>
<td>Site Technology Coaches provided professional learning opportunities in effective integration of technology for content area learning and ensuring cyber-responsible behaviors for students.</td>
<td>Conference attendance and professional development support was also provided for the Educational Technology Coaches to become ISTE Certified Educators.</td>
<td>The use of ItsLearning (LMS) was expanded to provide a virtual home to Elementary and Secondary Curriculum Guides, departmental online professional development modules, and accessible Key Performance Indicator (KPI) data monitoring for Site Leaders.</td>
</tr>
<tr>
<td>The following items are on-going former categorical programs, which continued to be implemented in the 2018-2019 school year:</td>
<td>• Cal-Safe Unrestricted • Community Day Schools • Personnel • School Based Pupil Motivation/Pupil Retention</td>
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### Action 5

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<tbody>
<tr>
<td>Allocate funds to schools to plan and implement site based programs to improve student achievement, for Low Income Students that are aligned to the district LCAP.</td>
<td>17 secondary schools and 39 elementary schools participated in AVID with an eventual goal of having all elementary schools become AVID schools. This is Year Three of district implementation. Allocated funds supported the hiring of AVID Interns and for teachers to be sent to the AVID conference for on-going training in the summer of 2018.</td>
<td>$28,164,540 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures [Add budget reference here]</td>
<td>$20,183,400 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
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### Action 6

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<tbody>
<tr>
<td>Provide resources to sites to support on-going services and innovative programs.</td>
<td>Equity &amp; Targeted Student Achievement (ETSA) has supported the school sites by having a teacher at every school supporting the monitoring of African American daily attendance and student achievement. Having a teacher on site has helped to build positive relationships with students and families, helping motivate students to be at school. Additionally, 28 Opportunity Gap Specialists were selected at various</td>
<td>$34,420,489 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
<td>$22,998,990 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
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<tr>
<td>e) Class-size reduction (i.e., teachers, instructional aides, etc.)</td>
<td>school sites to support the achievement of African American students. There were 18 schools targeted. These individuals built positive relationships with students and parents, participated on grade level and leadership teams, and designed activity and programs to accelerate the academic performance of African American students.</td>
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<tr>
<td>f) Centralized personnel (Program Specialist, Counselors and Instructors) to support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, after school programs, to support At-Risk student groups (e.g., English Learners, Hispanic/Latino, Students with Disabilities, African American, Foster Youth, and Special Education students).</td>
<td>Equity &amp; Targeted Student Achievement has led the work to increase sites’ use of culturally-relevant strategies with students and families and to communicate with them in culturally-responsive ways. ETSA has provided Cultural Proficiency training to build leadership capacity around Cultural Proficiency for over 300 certificated and classified managers. Five days of professional development were provided throughout the school year. Three-day cohort trainings were also provided by Drs. Delores and Randall Lindsey three times this year. In addition, the Lindseys provided three one-day trainings to management staff.</td>
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<tr>
<td>g) Utilize college interns to support student learning.</td>
<td>Centralized Supplemental Support Services are provided by the Department of Accountability and Educational Technology with the assignment of site-based liaisons to assist school personnel.</td>
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</tr>
<tr>
<td>h) Staff to provide district-wide interpretation translation services to support English Learner parents, community, and students.</td>
<td>Additional counseling support was provided to Indian Springs High School to support English Learner students.</td>
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<tr>
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</table>
| **Class size reduction in 8th and 9th grade English and Math classrooms continues to be implemented in all middle and high schools.**  
Visual and Performing Arts (VAPA) continues to be supported by the employment of a VAPA Coordinator, VAPA Program Specialist, Pull-out Music Teacher and Drumline Coaches.  
Personnel, such as Program Specialists, Counselors, and Instructors that support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, as well as AVID Interns and after-school programs, to support At-Risk student groups continues to be utilized.  
Translation services continue to provide district-level assistance to serve the needs of parents and community members. | | |

**Action 7**

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
</table>
| **Provide linked-learning opportunities for students about College/Careers.**  
a) Expand support of College/Career and Linked Learning program in high schools. | **College/Career and Linked Learning:**  
A District Linked Learning Work Force Development Coordinator position has been added to the College/Career and Linked Learning team to support school site Pathway work and assist the Site | $2,341,107 LCFF Certificated Salaries Classified Salaries Employee Benefits | $2,941,663 LCFF Certificated Salaries Classified Salaries Employee Benefits |
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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
</table>
| **b)** Provide opportunities for at risk student groups to connect classroom content to real world applications through academic field trips, college tours, summer conferences, and career experiences.  
  i. African-American  
  ii. English Learners  
  iii. Foster Youth  
  iv. GATE  
  v. Latino  
  vi. Reclassified English Learners  
  vii. Special Education Students | Linked Learning Program Specialists in the expansion of the College/Career and Linked Learning Program (primarily in the high schools).  
  Support includes: Advisory Committee formation, budget alignment and goals, resource identification and maintenance, curriculum alignment and writing, Industry-recognized skill/knowledge and certification requirements, Pathway Design Team development (academic and Career Technical Education (CTE) teachers), actual and simulated work-based learning opportunities, Career Technical Student Organizations (CTSO) participation, Pathways marketing, and post-secondary links.  
  Additionally, nineteen academic teachers sought and were awarded CTE credentials. Supported by additional hours and substitute pay, 90% of CTE curriculum has been aligned/updated, integrated units and programs of study have been created, and cross-district networks have formed.  
  Xello, a K-12 College and Career software program, has been selected as the K-12 college and career readiness program for all district students. Students can gain access to the program in the computer labs at the elementary and middle school level and in the high school, College and Career Centers.  
  The District hosts a district-wide College Fair each year. In the 2017-18 school year, over fifty post-secondary institutions | Books and Supplies Services and Other Operational Expenditures | Books and Supplies Services and Other Operational Expenditures |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>participated and offered district juniors and seniors information on career and college options. In addition, multiple schools offered College and Career Days. The following Linked Learning Trainings were held in the 2018-19 school year:</td>
<td>• Ten Linked Learning Program Specialists, 10 times a year</td>
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<tr>
<td>• Linked Learning Pathway Presentation Community Gathering for Excellence</td>
<td>• Nine Career Technical Department Chairs meet 3 times per year</td>
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<tr>
<td>• 51 Career Technical Teachers (CTE)</td>
<td>• 40 Counselors - Pathway Scheduling training - Attendees included Administrators and Counselors</td>
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<tr>
<td>• AERIES Training for Pathway Coding Attendees included 50 Administrators, Counselors and Program Specialists</td>
<td>• Linked Learning Convention/Break-out session Attendees included (50 CTE Teachers/Site Administrators)</td>
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<tr>
<td>• 30-hour Employee Development training for the Employment Development Department</td>
<td>• Integrated Support Convocation – Attendees included 75 Directors, Coordinators, Programs Specialists</td>
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<tr>
<td>• 50 Pathway Teachers and Program Specialists received Gold and Silver Certification</td>
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<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
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<td>The following Linked Learning Pathway Presentations were made to the following groups and events:</td>
<td>AVID: Students at the 39 AVID elementary sites take field trips that are academic and tied to the standards. Field trip examples include: museums, colleges, conferences, and opportunities for real-world experiences in multiple platforms. Through these experiences, all students are able to connect what is being taught in the classroom with real-world application. Extension activities allow for reflection. Students that participate in AVID on the 39 campuses gain exposure to the many different career choices and opportunities available to them. Many of our elementary schools have partnerships with the secondary schools and visit their established career Pathways. Students set college and career goals starting as early as transitional kindergarten.</td>
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<tr>
<td>• Making Hope Happen Foundation</td>
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<td>• District Advisory Committee (DAC)</td>
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<tr>
<td>• Community Gathering for Excellence</td>
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<tr>
<td>• Career Technical Education District Advisory Committee (CTEDAC)</td>
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<td>• District English Learners Advisory Committee (DELAC)</td>
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<tr>
<td>• Parent University and School Site Parent Meetings</td>
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<tr>
<td>• Student Wellness Summit</td>
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</tbody>
</table>
### Planned Actions/Services

**Equity & Targeted Student Achievement (ETSA):**
ETSA has provided 100 African American students with the opportunity to participate in the U-CAN College Fair, and 150 students to attend the Black College Expo at the Los Angeles Convention Center.

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

### Action 8

#### Planned Actions/Services

Provide Professional Development for teachers and staff to improve Tier I Instruction, student achievement, and progress monitoring.

a) Provide professional development for teachers to increase their skills and knowledge in the areas of Academic/Social Emotional Learning to better serve At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).

b) Provide professional development for teachers and guest teachers to increase their skill and knowledge of Cultural Proficiency to better serve At-Risk groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).

#### Actual Actions/Services

**Social Emotional Learning (SEL):**
The Social Emotional Learning Pilot Group is comprised of the following elementary schools: Belvedere, Bonnie Oehl, Kimbark, Marshall, and the following middle and high schools: Arrowview, Serrano, and San Andreas. The SEL Pilot Program has developed staff expertise on Social-Emotional Competencies through PBiS and Restorative practices. While this is a journey to develop student SEL competencies, it has been just as powerful for staff development in SEL.

Schools may choose from three strands for SEL support:
1. Strand 1 - SEL with a focus on PBIS Practices- Sites that need to revitalize their PBiS practices and connect the practices to the SEL competency development

#### Budgeted Expenditures

$7,589,582
LCFF
Certificated Salaries
Classified Salaries
Employee Benefits
Books and Supplies
Services and Other Operational Expenditures

#### Estimated Actual Expenditures

$13,370,244
LCFF
Certificated Salaries
Classified Salaries
Employee Benefits
Books and Supplies
Services and Other Operational Expenditures
<table>
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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td>African American, and Hispanic/Latino.</td>
<td>2. Strand 2 - SEL with a focus on PBIS and Restorative Justice practices- Sites that need fine tuning on PBiS, but also want to develop relationships through research-based Restorative Practices</td>
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<td>c) Provide professional development for site administrators to improve instructional leadership and management skills.</td>
<td>3. Strand 3 - SEL with Restorative Justice - for sites with refined PBiS, that want to focus on research-based Restorative Practices</td>
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<td>d) Provide professional development resources, such as substitute teacher coverage, guest presenters, materials and compensation, as needed. (Cost embedded in program allocations.)</td>
<td>Equity and Targeted Student Achievement (ETSA) provided the opportunity for staff to attend the Excellence Through Equity Conference, National Alliance Black School Educators Conference (NABSE), Dream Deferred Conference, California Association of African American Superintendents and Administrators Conference, and the Builder’s Lab Conference. The objective of these trainings was to strengthen and build capacity of the department around equitable systems, structures, and practices through workshops, professional reading, and goal setting. A series of trainings were provided to support the school sites with the use of the Beyond SST program to support progress monitoring, and compliance to the policy, and to efficiently allocate resources to meet the needs of their students.</td>
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<td>e) Provide resources and professional development of AVID strategies to support At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino). (Reflected in Strategy VIII: a,b,c,d)</td>
<td>AVID Professional development has been provided for teachers in grades TK - 12 in the areas of rigor, depth and complexity, and thinking skills, in order to increase the</td>
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<td>f) Provide professional development on English Language Development, strategies, intervention, and curriculum for all English Learners. (Reflected in Strategy VIII: a,b,c,d)</td>
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<td>g) Provide professional development for teachers, administration, and staff to address the needs of Reclassified English Learners, Long-Term English Learners, and the needs of all students in Bi-literacy programs. (Reflected in Strategy VIII: a,b,c,d)</td>
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<td>h) Provide professional development on the 21st century classroom and the tenets of Linked Learning (i.e. academic, technical, work-based, and student supports); pathway</td>
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<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
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<td>development, implementation, monitoring, and certification; Program of Study, student learning outcomes, curriculum, and interdisciplinary unit development; communication, marketing, recruitment, and orientation; post-secondary and industry connections including seamless transitions, A-G submission, articulation, dual enrollment/credit, and internships. (Reflected in Strategy VIII: a,b,c,d)</td>
<td>levels of rigor in classroom instruction to better prepare students to meet the challenges of reading and math Common Core State Standards. Each of the professional development sessions includes a requirement for evidence of classroom implementation, ensuring that all participating teachers are using the newly learned strategies within their instructional practice. Additionally, Tutor Trainings were offered, Site Team Meetings were developed, On-Site Evidence Checks and increased AVID site support to Paakuma, Del Vallejo, and Rodriguez middle schools and Pacific and Arroyo Valley High Schools. Technology Support for professional development and equipment for the development of 15 Apple Coding Pilots were provided. The devices used to conduct professional development in the PDC were also refreshed to improve presentation quality.</td>
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<tr>
<td>i) Provide on-going professional development for in-district site instructional coaches and other certificated support staff. ($200,000 Categorical Programs Department Centralized Services)</td>
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<td>j) Provide training to build teacher and staff knowledge and skills of cultural proficiency. (Reflected in Strategy VIII:i)</td>
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<td>k) Provide training to build teacher and staff knowledge and understanding of students with special needs. (Reflected in Strategy VIII:i)</td>
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<td>l) Common Core Demonstration Classroom Teachers</td>
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<td>m) Employee Assistance Program</td>
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<td>n) Excellence in Teaching</td>
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<tr>
<td>o) Onboarding</td>
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<tr>
<td>GATE/Elementary</td>
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<tr>
<td>• Professional development for district teachers. Providing training to 200 district teachers per year in grades TK – 12 in the following areas:</td>
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<tr>
<td>▪ GATE Certification</td>
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<td>▪ GATE 2.0 – Lesson Design</td>
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<tr>
<td>▪ Using Thinking Maps with Depth and Complexity</td>
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</table>
Teacher training impacts thousands of district students taught by teachers attending GATE trainings. As part of training follow-up, teachers must submit evidence of implementation in their classroom. This evidence consists of:
- Lesson plans showing increased rigor, depth, and complexity
- Student work samples indicating student mastery
- Teacher reflections indicating the value they have seen in changing their teaching practices

All academic professional development provided through Educational Services Division combines the academic and social/emotional component in an effort to service teachers, who in turn service students in At-Risk groups. All Professional Development sessions have outcomes and objectives that are aligned to Social Emotional Learning (SEL) and academic objectives. The alignment of the SEL and the academic objectives has allowed our teachers, sites, and administrators to better plan to meet the varied needs of all students at the different sites. Professional development will continue to be planned for utilizing these two as overarching goals and objectives.

Professional development continues to be provided for district coaches and program specialists to support the district's goals.
and objectives around the common core state standards, as well as increased integrated technology use in math and English. The goal is to increase capacity at the school sites among leaders and teachers. The coaches and specialists attend conferences and professional development opportunities to increase their skill set based on district objectives and goals.

- Vendors to produce professional development for teachers such as CORE Literacy
- Increased the number of teachers trained in early literacy (3-year phase in model) – 536 teachers trained
- Increased the number of teachers trained in math (Number Power Series-UCLA) – 580 teachers trained
- Writing trainings (Step Up to Writing) – 553 teachers trained
- Meeting/Professional Development Evaluations for all professional development
- Adoption cycle
- Professional development and building the skill and knowledge of our teachers and administrators has been the key to our plan this school year.

**Teacher support and Professional Development:**

- Common Core Demonstration Classroom Teachers to support the development of classroom teachers
<table>
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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<tbody>
<tr>
<td>• Employee Assistance Program</td>
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<tr>
<td>• Excellence in Teaching</td>
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<tr>
<td>• Onboarding - New teacher orientation</td>
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</tbody>
</table>

The development and implementation of the Principal Work Plan has provided opportunities throughout the 2018-2019 school year to train administrators in leadership, content knowledge, goal setting and data analysis.

Resources for professional development, such as substitute teacher coverage, guest presenters, materials and compensation continue to be provided to allow for the high level of training that is provided.

Professional Development resources continue to be provided to support the many trainings that the SBCUSD offers, including contracts for the various presenters, such as Dr. Lindsey Gunn and Lasana Hotep.

Training for English Learner Facilitators at each site and Professional Development on English Language Development for paraprofessionals, teachers, and administrators was provided throughout the 2018-2019 school year.

Career Pathways and Linked Learning provided professional development opportunities for College and Career teachers. Teachers were sent to the Linked Learning Convention and Aeries training was provided for Counselors,
<table>
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<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>
| Teachers and Administrators. It is anticipated that Professional Development in 2019-2020 will include K-8th grade as well as secondary teachers. The Special Education Department provided the following professional development:  
- Serving autistic students in general education classrooms  
- Crisis prevention Intervention  
- Educational Benefits in the IEP | | $300,000 LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures | Part of existing cost as reflected in Goal 1.4 and 1.7 |

### Action 9

Progress monitoring to address the needs of all students.

a) Conduct regular and on-going progress monitoring and intervention for students beginning in elementary school, to improve preventative supports for At-Risk students.

b) Establish an education plan and career map, beginning in elementary school, so that students receive monitoring and additional assistance to improve skills and increase graduation rates.

c) Establish a graduation plan for all students beginning in elementary.

d) To increase efficacy, provide student assessment data dashboards to principals and teachers, for analysis and determination of next steps.

A teacher at every school is supporting and monitoring African American students’ daily attendance and achievement.

In order to monitor student progress toward meeting challenging state academic standards and enrich lesson design/delivery, district-wide support is provided to schools. The use of Document Tracking Services (DTS) provides greater monitoring of expenditures by sites, as well.

A Graduate Profile for every student is being implemented. The profile will include the six characteristics, including Critical Thinking & Problem-Solving, and Leadership & Civic Responsibilities.
### Planned Actions/Services

| e) Provide training for students and families about the CSU/UC A-G requirements. |
| f) Expand and support independent study options to include virtual learning and other programs/services in high school, to increase graduation rates. |
| g) Recognize student achievement and growth through various events, activities, assemblies, and incentives for good/improved school attendance, behavior, and achievement. |

### Actual Actions/Services

| The Family Engagement Center provides information to parents regarding A-G College requirements. |
| 2018-2019 has been a planning year for the expansion and support of independent study options in high school. Site visitations to other districts have taken place and teachers were sent to the California Consortium for Independent Study (CCISI). |
| Site allocations continue to support the recognition of student achievement and growth through various events, activities, assemblies, and incentives for good/improved school attendance, behavior, and achievement. |

### Budgeted Expenditures

| $2,990,893 |
| LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures |

### Estimated Actual Expenditures

| $3,251,413 |
| LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures |

### Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>Provide support to the Visual and Performing Arts (VAPA) programs to improve school climate and increase student/parent/community engagement.</td>
</tr>
<tr>
<td>a) Ensure staff, materials, professional development, community partnerships, facilities, and expanded offerings are provided to support the VAPA program.</td>
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<thead>
<tr>
<th>Actual Actions/Services</th>
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<tr>
<td>VAPA continues to be supported by the employment of a VAPA Coordinator, VAPA Program Specialist, Pull-Out Music Teacher, and Drumline Coaches. Additionally, materials such as the following are also provided:</td>
</tr>
<tr>
<td>• VAPA classroom supplies and musical Instruments</td>
</tr>
<tr>
<td>• Drumline instruments, props, floors, costumes, truck rentals, student recognitions, and competition fees.</td>
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<thead>
<tr>
<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td>$2,990,893</td>
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<tr>
<td>LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
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<tr>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>$3,251,413</td>
</tr>
<tr>
<td>LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>
### Key VAPA Accomplishments:
- 19 students selected for the San Bernardino County Superintendent’s Young Artist’s Gallery.
- 300 secondary artworks shown at our juried District Visual Art Showcase.
- A Dance Showcase was created for the first time in years with performances by two elementary schools, one high school and one middle school Physical Education class.
- 73 musicians qualified for the San Bernardino County Honor Band.
- SBCUSD Middle School Drumline placed 2nd in their first year competing in several years. The High School Drumline placed 4th (up from 17th the previous year).

### Impact of actions:
- Approximately, 11,200 secondary students received supplies and daily instruction in the arts (dance, music, multimedia, theatre, and visual art) from a credentialed teacher.
- 60 secondary students received weekly instruction, uniforms, music and drill design from a dedicated team of coaches and teachers for a highly competitive and active Drumline program.
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.

LCAP funds continue to be distributed to all school sites and actions and services continue to be implemented with the purpose of supporting the achievement of LCAP goals for specified student groups, with high school graduation being the ultimate goal. All LCAP actions were implemented with the exception of the Puente project, which has been discontinued, and the expansion and support of independent study options in high school, which is in the planning stage for implementation in the 2019-2020 school year.

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

In 2018, SBCUSD maintained a graduation rate of 91.8%. Between 2017 and 2018, the Smarter Balanced Assessment Consortium English Language Arts scores increased 8.5 points. Additionally, Smarter Balanced Assessment Consortium Math scores improved 5.4 points as compared to the 2017 score, indicating a continued positive trend of growth towards district-wide proficiency in English Language Arts and Math scores. The cited improvements support the effectiveness of the listed actions and services, especially in the area of professional development and parent involvement. Specifically, the continued implementation of the revamped A-G course schedule at the high schools and an increased counseling staff have allowed for all students to have access to college track courses. Additionally, the continued implementation of the AVID program at elementary schools and employment of AVID Tutors continue to allow increased engagement, work completion, and focus on the importance of daily school attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Variances between estimated actuals and the adopted budget are attributed to carryover from 2018-2019, and one-time 2018-2019 LCAP funding approved by the SBCUSD School Board that would have revised the allocation or expenditure amount.

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 were no changes made to this goal, the expected outcomes, metrics, actions, and services listed to achieve this goal. This being the second year of the 2017-2020 three-year plan, it was important that we remain committed to the established plan and implement it with fidelity. A minor adjustment was made in the way in which the Smarter Balanced Assessment scores were conveyed, using the
phrase, “Status: Distance from Standard”. This is reflected in the Annual Update and the Expected Annual Measurable Outcomes section of the three-year plan.

**Goal 2**

**School Climate/Campus Environment**

In order to support student academic achievement and engagement, all students will be educated in learning environments that are clean, safe, well maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, citation, and chronic absenteeism rates.

State and/or Local Priorities addressed by this goal:

- **State Priorities:** 1, 5, 6, 8
- **Local Priorities:** 2, 6, 8, 9, 10

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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</table>
| 2.1 Increase student engagement | **2.1a SBCUSD “Connectedness”:**
| 2.1a SBCUSD Elementary “Connectedness” | Elementary, Grade 5, 2018-19
| 2.1b SBCUSD Secondary “Connectedness” | 68% felt “Connected”
| 2.1c SBCUSD “Student Engagement” Gallup Poll | Elementary, Grade 5, 2017-18
| | 72% felt “Connected”
| | Elementary, Grade 5, 2016-17
| | 72% felt “Connected”
| | Secondary, Grades 6-12, 2018-19
| | 68% felt “Connected”
| | Secondary, Grades 6-12, 2017-18
| | 55% felt “Connected”
| | Secondary, Grades 6-12, 2016-17
<p>| | 56% felt “Connected” |</p>
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<th>Expected</th>
<th>Actual</th>
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<tr>
<td><strong>2.1b SBCUSD “Student Engagement” Gallup Poll:</strong></td>
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<tr>
<td>2018-19</td>
<td>48% felt “Engaged”</td>
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<tr>
<td>2017-18</td>
<td>48% felt “Engaged”</td>
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<tr>
<td>2016-17</td>
<td>47% felt “Engaged”</td>
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<td><strong>2.1c SBCUSD Local Indicator of student engagement:</strong></td>
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<tr>
<td><strong>Students with GPAs at or above 2.0</strong></td>
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<tr>
<td>Middle School Students with GPAs at or above 2.0, Semester 1:</td>
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<tr>
<td>2018-19</td>
<td>48% felt “Engaged”</td>
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<tr>
<td>2017-18</td>
<td>75.7% felt “Engaged”</td>
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<tr>
<td>2016-17</td>
<td>76.9% felt “Engaged”</td>
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<td><strong>2.2 100% of Facilities are in good repair as measured by the Williams Report</strong></td>
<td><strong>2.2 CA School Dashboard:</strong></td>
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<tr>
<td>Fall 2018 - Met, No Findings and No Inaccuracies</td>
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<tr>
<td><strong>2.3 Decrease Suspension Rate</strong></td>
<td><strong>2.3 In-School and Out-of-School Suspensions (End of the Year)</strong></td>
</tr>
<tr>
<td>2017-18</td>
<td>5.1% Suspended</td>
</tr>
<tr>
<td>2016-17</td>
<td>5.7% Suspended</td>
</tr>
<tr>
<td><strong>In-School and Out-of-School Suspensions (Semester 1)</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>3.3% Suspended</td>
</tr>
<tr>
<td><strong>2.4 Reduce Penal Code Violations</strong></td>
<td><strong>2.4 Citations (End of the Year)</strong></td>
</tr>
<tr>
<td>2018-19</td>
<td>Report complete July 2019</td>
</tr>
<tr>
<td>2017-18</td>
<td>4.7% Citations by Law Enforcement</td>
</tr>
<tr>
<td>2016-17</td>
<td>5.5% Citations by Law Enforcement</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
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</tr>
<tr>
<td><strong>Out-of-School Suspensions, incidents where Law Enforcement was notified (End of the Year)</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>Report complete July 2019</td>
</tr>
<tr>
<td>2017-18</td>
<td>14.3% Law Enforcement was Notified</td>
</tr>
<tr>
<td>2016-17</td>
<td>13.8% Law Enforcement was Notified</td>
</tr>
<tr>
<td><strong>Citations (Semester 1)</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>2.8% Citations by Law Enforcement</td>
</tr>
<tr>
<td><strong>2.5 District Overall Rate of Chronic Absenteeism</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>14.7% Chronically Absent to date</td>
</tr>
<tr>
<td>2017-18</td>
<td>16.7% Chronically Absent</td>
</tr>
<tr>
<td>2016-17</td>
<td>16.4% Chronically Absent</td>
</tr>
<tr>
<td><strong>2.6 Out-of-School Expulsions (End of the Year)</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>Data available Fall 2018</td>
</tr>
<tr>
<td>2017-18</td>
<td>0.12% Expelled</td>
</tr>
<tr>
<td>2016-17</td>
<td>0.77% Expelled</td>
</tr>
<tr>
<td><strong>Out-of-School Expulsions (Semester 1)</strong></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>0.12% Expelled</td>
</tr>
<tr>
<td>2017-18</td>
<td>0.05% Expelled</td>
</tr>
<tr>
<td>2016-17</td>
<td>0.09% Expelled</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide professional development, in academic, cultural, and social emotional learning to teachers, administrators and staff, to support improved student achievement, which address specific needs of At-Risk student groups (e.g., Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, Hispanic/Latino).</strong></td>
<td><strong>Positive Behavior Intervention Support PBIS:</strong> All schools have School Climate &amp; Culture Coaches (SC3’s) who attend monthly trainings to develop their mindset/practice expertise that will enable them to train other staff. SC3’s support site staff development utilizes ItsLearning materials.</td>
<td><strong>Restorative Justice:</strong> • Partnered with the International Institute of Restorative Practices (IIRP) to Introduce <strong>Restorative Practices</strong> &amp; Community Circles in 2018-2019 and sent SEL Pilot School teams to 4-day IIRP, held a 2-day SBCUSD IIRP, and funded Counselors to learn strategies to incorporate in individual and group counseling in March with CASC and IIRP. • <strong>We focus on building positive relationships between students and staff, where students feel welcomed, supported, and safe. This was done through systematic trainings, which included practices such as:</strong> Affective Statements &amp; Restorative Questions, Community Building Circles, Verbal De-Escalation, Giving &amp; Receiving Feedback and more. • Hope Maker Mentor program was implemented at two middle schools (Shandin Hills &amp; King).</td>
<td>$1,187,034 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
<td>$983,222 LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<td>--------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| African American, and Hispanic/Latino).                                                 | 9 pilot Wellness Teams were started (Del Rosa, Riley, Muscoy, Lincoln, Pacific, Sierra, Arrowview, King, and Del Vallejo).  
  Mentoring at 11 school sites based on student survey data in sense of belonging in partnership with Young Visionaries. |                       |                                |
| e) Belvedere Daycare                                                                    |                                                                                        |                       |                                |
| f) Contribution to Child Development Program                                             |                                                                                        |                       |                                |
| g) Full-Day Preschool Kindergarten Program                                               |                                                                                        |                       |                                |

**Wellness:**
Synergy Day training was provided for all middle schools in November and January; support was available at Synergy Days at 5 high schools, 8 middle schools, SBCUSD Pacific Islanders, and 1 elementary school, Warm Springs.

Calming Spaces implementation training for ALL schools and starter kits have been provided. 14 elementary schools, 4 middle schools, and 5 high schools have used training and established a space.

Two Cohorts for “Trauma Responsive Classroom” series of workshops; locations were Del Vallejo and Indian Springs but open to any staff who registered on PD Connect.

Collaborative in June for school-based health professionals; While our teachers are participating in professional learning with Educational Services, our Health & Wellness Services employees- registered nurses, school psychologists, school counselors, and district level site support staff will be participating in workshops,
<table>
<thead>
<tr>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>such as suicide prevention, trauma and resilience, etc.</td>
<td>Comprehensive High School counseling strategic planning for academic, career, &amp; social emotional student development has begun this year with our comprehensive high school administrators and school counselors.</td>
<td>Therapy is provided for all students. (ERMHS for our students with special education accommodations, HEART for students within our general education students, and DBH) aligned with AB8 Pupil health: mental health professionals on or before Dec 31, 2022.</td>
<td></td>
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<tr>
<td></td>
<td>We have provided Mental Health First Aid Training for adults – all CSOs will receive Mental Health First Aid Training in June, 2019, in partnership with DBH.</td>
<td>Expansion of the Youth Mental Health First Aid Training for parents and students in partnership with Dignity Health through the Cultural Trauma and Mental Health Resiliency Project is planned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Emotional Learning: Based on the impact of the Student Wellness Youth Advisory, we will begin a Student Wellness Parent Advisory 2019-2020.</td>
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<tr>
<td></td>
<td>Hope Maker Mentees- students experienced sporting events, concerts,</td>
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</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
<tr>
<td>lunch brunches at school, etc., in partnership with SBCUSD employees, community organizations, and Cal State University San Bernardino work study students served as Hope Maker Mentors.</td>
<td>Climate of Support for Academic Learning has increased from 77% to 82% for elementary students (5th grade) and has decreased from 73% to 72% for secondary students (6th-12th grades) since 2016-2017 school year. Wellness has increased from 55% to 57% for 5th-12th grade students since the 2017-2018 school year. Safety has increased from 64% to 69% for elementary students (5th grade) and has increased from 66% to 70% for secondary students (6th-12th grades) since 2016-2017. Equity &amp; Targeted Student Achievement ETSA: Mentorship, for At-Risk Students at five schools is provided from outside contractors, with the objective of reducing suspensions. This is on-going support for both girls and boys at two elementary schools, two middle schools, and two high schools.</td>
<td>Advancement Via Individual Determination (AVID):</td>
<td></td>
</tr>
</tbody>
</table>
During the 2018-19 school year, 39 elementary schools are participating in AVID.

75 teachers attended and trained in AVID methodology at the AVID Summer Institute, July 2018.

Eight teachers attended Advanced Placement training and eight teachers attended training for the International Baccalaureate Program. Participants trained in providing instructional delivery for each program.

**Child Development:**
- Belvedere Daycare continued throughout the 2018-2019 school year.

---

**Action 2**

Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.

a) Implement extra-curricular sports activities for elementary, middle school and high school, including personnel, equipment, and materials.

SBCUSD continued the implementation of the Athletics Strategic Plan, funded infrastructure needs, provided uniforms and equipment, and continued exploration of on-going personnel needs - coaching, athletic trainers, etc.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.</td>
<td>SBCUSD continued the implementation of the Athletics Strategic Plan, funded infrastructure needs, provided uniforms and equipment, and continued exploration of on-going personnel needs - coaching, athletic trainers, etc.</td>
<td>$2,351,543</td>
<td>$2,196,431</td>
</tr>
</tbody>
</table>
**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
</table>
| All students will be educated in learning environments that are clean, safe, maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, and chronic absenteeism rates. | SBCUSD continues to provide operational support services such as: positions, equipment/vehicles for fields/grounds maintenance, mowers, mulchers, trucks, trailers, edgers, weed eaters, blowers, dump trucks, etc. A variety of materials and services continue to be provided to improve campus safety and student behavior, including Restorative Justice training, Youth Court, and Positive Citations, that result in a reduction in classroom referrals, suspensions, and expulsions. Equipment/Technology to ensure a safe environment was installed. | $10,250,149 LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures | $8,937,636  
LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures |

| a) Maintain Facilities (per Williams Act) to ensure safety and security. |                                                                                           |                                                           |                                                        |
| b) Provide Grounds Maintenance and Operational Support to ensure athletic fields are in good repair. |                                                                                           |                                                           |                                                        |

**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.

Actions, services, and funds continue to be distributed to school sites for the purpose of supporting the achievement of LCAP goals for specified student groups with high school graduation being the ultimate goal for all students. All LCAP actions were implemented.
Considerable expansion of professional development for SBCUSD staff has taken place in the 2019-2020 school year. This commitment to the development of staff will be on-going in the next school year.

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

SBCUSD maintained a high level of student engagement as measured by the Panorama & Gallup Student Surveys of “Connectedness” and “Engagement”. Based on this survey, 68% of students feel a sense of “connectedness” to their school site. This continued high rate of “Connectedness” is supported by the district wide implementation of the PBIS and Restorative Justice program. The focus of the programs on reducing suspensions, (5.1% in 2017-18, from 5.7 in 2016-17), by determining the root causes of behavior that could potentially result in suspension has had a positive impact on school climate. Additionally, the commitment to Social Emotional Learning is also impactful in the reduction of the number of suspensions anticipated for 2018-19. The continued implementation of an expanded AVID program, which includes elementary schools and an increase in the number of AVID Tutors have allowed increased engagement, work completion, and focus on the importance of daily school attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Variances between estimated actuals and the adopted budget are attributed to carryover from 2018-2019, and one-time 2018-2019 LCAP funding approved by the SBCUSD School Board that would have revised the allocation or expenditure amount.

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 were no changes made to this goal, the expected outcomes, metrics, actions, and services listed to achieve this goal. This being the second year the 2017-20 three-year plan, it is important that we remain committed to the established plan and implement it with fidelity.

Goal 3

Student, Parent and Community Engagement and Support

SBCUSD will engage, educate, and involve students, parents, and the community as partners with a focus on academic achievement, careers, and social services through a network of resources, allies, and alliances.
State and/or Local Priorities addressed by this goal:

State Priorities: 3
Local Priorities: 2, 5, 7

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Improved parent and stakeholder engagement</strong></td>
<td><strong>3.1 Parent Engagement California School Dashboard</strong></td>
</tr>
<tr>
<td></td>
<td>2017-18 Met&lt;br&gt;2016-17 Met</td>
</tr>
<tr>
<td><strong>Family Engagement Survey</strong></td>
<td>2nd year of implementation</td>
</tr>
<tr>
<td></td>
<td>2018-19 12,079 families participated&lt;br&gt;2017-18 9,874 families participated</td>
</tr>
<tr>
<td>Survey Topic</td>
<td>2018-19 % of Favorable Responses/Change from 2017-18:</td>
</tr>
<tr>
<td>- Barriers to Engagement*</td>
<td>85% / 0</td>
</tr>
<tr>
<td>- Set a Positive Climate</td>
<td>84% / 0</td>
</tr>
<tr>
<td>- Customer Service</td>
<td>79% / -1</td>
</tr>
<tr>
<td>- Monitor Student Success</td>
<td>79% / -3</td>
</tr>
<tr>
<td>- Develop Strong Relationships</td>
<td>76% / -1</td>
</tr>
<tr>
<td>- School Climate</td>
<td>72% / -2</td>
</tr>
<tr>
<td>- Family Support</td>
<td>75% / -2</td>
</tr>
<tr>
<td>- Title 1</td>
<td>70% / -2</td>
</tr>
<tr>
<td>- Focus on Academics</td>
<td>67% / -2</td>
</tr>
<tr>
<td>- Set Positive Relations</td>
<td>65% / -1</td>
</tr>
</tbody>
</table>
### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Develop student, parent and Community Partnerships.</td>
<td><strong>Panorama Education:</strong> A second year of Panorama Family Survey data has shown increases in family satisfaction across the board in our elementary schools and increases in most categories in our middle and high schools. Year-to-year responses on the Panorama Family Survey increased 2,327, going from 9,876 responses on the 2017-18 survey to 12,203 on the 2018-19 survey. Elementary school favorable responses increased in all 12 of the survey categories, while middle schools increased in nine categories and high schools increased in six.</td>
<td><strong>$2,020,684</strong> LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
<td><strong>$1,275,109</strong> LCFF Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>a) Build parent and community partnerships to support student achievement (such as VAPA Partnering with Junior University, CSUSB, Loma Linda, Gallup, etc.).</td>
<td><strong>Family Engagement Centers:</strong> The Family Engagement Centers have adapted to family requests and feedback by modifying existing classes and providing new programs and services, while staff are building relationships to offer classes at school sites.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Develop linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families.</td>
<td></td>
<td></td>
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<tr>
<td>c) Maintain partnerships with community organizations that align to district initiatives/plans to support At-Risk African American and Latino students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Energy Education Savings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
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</tr>
<tr>
<td>Total Family Engagement Center visits recently surpassed 41,000 since their opening, including 11,463 visits recorded so far this year. With the reach of the Family Engagement Department beginning to extend beyond the Centers and into schools and the community through a variety of events and outreach. New classes added this year include HEAL Nutrition, mental health workshops, and financial literacy and basic math classes. More than half of the 11,436 visitors to the Welcoming Resource Center from July 2018-April 2019 went to Enrollment, with 15 percent to Language Assessment, about 9 percent to Payroll, and the rest going to Accounting Services, ATLAS, Family Engagement, English Learners, Fiscal, and GATE. Contractors continue to provide a variety of services, ranging from preventing bullying and successfully raising toddlers to building parent capacity and dealing with strong-willed teenagers. From July 1, 2018 to March 31, 2019, the five paid contractors evaluated through the Family Engagement Office had total of 4,922 participants. Based on feedback forms, participants gave all of the programs high ratings, with a range of 4.93-4.98/5 for value and recommendation and 99.4-100/100 on whether the classes met their expectations.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
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</tbody>
</table>
| The Family Engagement staff, through classes and individual coaching, have been building parent capacity, resulting in a fully-functioning Parent-2-Parent Family Leadership Institute. By the end of the 2018-19 school year, parents will have facilitated four Parent-2-Parent Family Leadership Institutes, which have included as many as 20 parent volunteers, including presenters and masters-of-ceremony. The latest P2P at Riley Elementary had 43 participants. | Partnerships:  
Collaboration with law enforcement and the district attorney’s office with Breaking Barriers United at all middle schools and Gang Reduction & Intervention Program (GRIP) including Campus Security Officers & SWSS Staff at 4 elementary schools  
Trauma-Informed & ending Project Prevent Grant but starting partnership with city organizations with San Bernardino Initiative for Resilience-Building Organizations - Trauma Transformed – Human Resources, School Police, Educational Services, Special Education, and Children’s network, San Bernardino County Superintendent of Schools, sheriffs, probation, DBH, Young Visionaries, CCRT, Loma Linda, Victor Community, Dignity Health, etc. | Telemedicine and dental collaborative:  
There have been 771 Visits within all 9 |
Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

schools from the beginning of the school year. Eight of the nine schools had staggered launch dates between January to April. Of the 556 urgent visits through telemedicine, 480 returned to class. Of these visits, 86.3% of our students are staying in school instead of going home sick. Urgent visits are cases in which parents would previously be called pick up their child. Examples of student complaints would be: abdominal pain, headache, cough, fever. The impact of these efforts has been an increase in attendance.

Dental collaborative provides access to all schools for two visits per year with dentists who clean, provide sealant and fluoride.

SBCUSD collaborates with community partners using data to drive health & wellness education and services for students, parents, and staff. When cavities, tooth decay, and associated tooth pain are nearly 100% preventable, poor oral health is one of the leading causes of school absences. We at SBCUSD are treating students where they are through our development of a Community School Model, which is a hub of services on campus.

Our Special Education Department, health services, student wellness, and child development are collaborating to begin the SBCUSD Mini Miracles, which
is Early Childhood mental health in partnership with children’s fund, desert mountain SELPA, and IEHP

Linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families have been developed. These relationships and partnerships with local churches and nonprofit organizations provide foster youth with resources and services that assist the district in removing barriers to their education. Supports from these organizations include clothing, food, school supplies, tutoring, hygiene supplies and basic needs, and assistance with access to mental health services. SBCUSD maintains partnerships with community organizations to support At-Risk African American and Latino students. The support includes mentoring, academic support, and enrichment opportunities. The services are present at the elementary, middle, and high schools.

**Energy Education Savings**
Energy Education Savings program continues to be implemented district-wide.
### Action 2

<table>
<thead>
<tr>
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</thead>
</table>
| **Develop the knowledge and skills of students and parents to support achievement through College/Career Pathways and Linked Learning.** | **ETSA:** ETSA has worked with school sites to identify a teacher to support the monitoring and achievement of African American students. This teacher also monitors the students’ daily attendance. By helping to build positive relationships with the students and families, it is hoped that these students will be motivated to attend school regularly. Several programs have been developed at various school sites around academic achievement, behavior, and attendance. African American students had the opportunity to participate in the U-CAN College Fair and college tours, and to attend the Black College Expo. These experiences provided opportunities for 639 students to speak with Historically Black Colleges (HBCU’s) and other colleges locally and across the United States. Approximately, 223 students received acceptance or provisional acceptance to the colleges. | **$422,444**  
LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures | **$222,250**  
LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures |
| **a) Develop programs to improve 21st century soft skills of families and students.** | [ ] | [ ] | [ ] |
| **b) Implement programs to support students/parents and increase attendance rates for African American, English Learners, Latino students and Special Education students.** | [ ] | [ ] | [ ] |
| **c) Prepare and encourage African American students to attend college, and provide on-going training for parent and community engagement.** | [ ] | [ ] | [ ] |
| **d) Provide parents and community members with training (i.e., AVID, GLAD, ELA and Math skills, parenting classes, bullying classes, PBIS, and College Career Pathways) to support student achievement.** | [ ] | [ ] | [ ] |

**College Career/Linked Learning:**

A district Graduate Profile is available to parents. The Gradate Profile states what a student should know and be able to do upon graduation. The 21st century skills and knowledge are embedded in the six goals of the Graduate Profile, which include communication, collaboration, creative and critical thinking, commonly referred to as the 4 C’s. In an effort to
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begin student mastery of the 21st century skills and specifically the 4 C's, the district has embedded them in the K-12 Language Arts curriculum. Further development of the 21st century skills occurs in the STEM labs in the middle school and the Linked Learning Pathways at the high school level.

**Family Engagement Centers:**

The Family Engagement Department initiated work with school sites through the SPSA process to help them better connect with and serve their families and increase student achievement. Work with department directors and program specialists is laying the foundation for our families to have a significant impact on student achievement and social-emotional health.

The Equity & Targeted Student Achievement Department has led the work to increase sites’ use of culturally-relevant strategies with students and families and to communicate with them in culturally-responsive ways.

The Family Engagement staff, through classes and individual coaching, have been building parent capacity, resulting in a fully-functioning Parent-2-Parent Family Leadership Institute.

The Welcoming Resource Center has a variety of services, including enrollment and language testing, now available to families.
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Contractors continue to provide a variety of services, ranging from preventing bullying and successfully raising toddlers to building parent capacity and dealing with strong-willed teenagers.</td>
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**Action 3**

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Develop Parent Resource Centers to increase parent/community engagement, communication, and collaborative partnerships. | a. Family Engagement Centers located within the six comprehensive high schools are fully staffed and operational.  
b. Classes held at the Family Engagement Centers include HEAL Nutrition and mental health workshops and financial literacy and basic math classes.  
c. Continued support is provided for the 1:1 pilot take home technology program at: Curtis, Del Vallejo, Golden Valley, Arrowview, Serrano, Shandin Hills, Pacific and Chavez. This includes funding to support:  
a. Multiple Site Tech Coaches at each site  
b. Replacement devices and cases  
c. Professional Development additional duty costs  
d. Development of student tech expert, device repair, and STEM/STEAM labs  
e. Development of media centers at Serrano and Arrowview Middle Schools | $7,493,417  
LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures | $11,299,206  
LCFF  
Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
Services and Other Operational Expenditures |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>f) Provide necessary tools and staff to effectively communicate with parents/community (i.e. marquee, phone system, interpreters and translation services, etc.</td>
<td>d. SBCUSD continues to host meetings at the district and school level for families. These meetings include District wide LCAP planning meetings, district and school advisory groups, Family University Classes at the six Family Engagement Centers, and many different types of meetings at the local schools, including Coffee with the Principal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Host parent training workshops.</td>
<td>Parents can follow the Family Engagement Calendar through the district web page. They can print the calendar, export the calendar via iCal or CSV file, subscribe for email alerts, and subscribe via iCal and RSS feeds. The calendar can be seen through the Homepage and the Family Engagement Office sections of the web page. The Communications Department has enabled for the Family Engagement Office to support in providing updated information on Family Engagement Office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Community engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Actions and services continue to be implemented as planned and funds continue to be distributed to school sites for the purpose of supporting the achievement of LCAP goals for specified student groups with high school graduation being the ultimate goal for all students. All LCAP actions were implemented with a commitment to further development of parent engagement and training, as well as support for student wellness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The continued implementation of programs that support families with the help of community partnerships is successfully resulting in an increased number of visitations to the Family Engagement Centers. The rate of mid-year visits to the Family Engagement Centers improved from 7,742 in 2017-18, and to 12,079 in 2018-2019, which supports that a connection continues to be built with the community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Variances between estimated actuals and the adopted budget are attributed to carryover from 2018-2019, and one-time 2018-2019 LCAP funding approved by the SBCUSD School Board that would have revised the allocation or expenditure amount.

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 were no changes made to this goal, the expected outcomes, metrics, actions and services listed to achieve this goal. This being the second year of the 2017-20 three-year plan, it is important that we remain committed to the established plan and implement with fidelity. A minor adjustment was made in the way in which the Smarter Balanced Assessment scores were conveyed, using the phrase, “Status: Distance from Standard”. This is reflected in the Annual Update and the Expected Annual Measurable Outcomes section of the three-year plan.
## 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?

<table>
<thead>
<tr>
<th>Month</th>
<th>Meetings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>High School Students, Parents, Teachers, Administrators, and other Certificated Staff (Program Facilitators, Behavior Specialists, etc) Surveyed – 1,000 returned</td>
<td>Three-Year Plan Input 2017-18, 2018-19, 2019-20</td>
</tr>
<tr>
<td>August 29, 2018</td>
<td>Community Cabinet Meeting</td>
<td>Community Engagement Plan (CEP)</td>
</tr>
<tr>
<td>September 7, 2018</td>
<td>Directors/LCAP Leads</td>
<td>2017-18 Annual Update Progress Monitoring</td>
</tr>
<tr>
<td>September 14, 2018</td>
<td>Superintendent’s Student Advisory Committee</td>
<td>High School Student input</td>
</tr>
<tr>
<td>September 17, 2018</td>
<td>Parent Advisory Group Leadership Workshop</td>
<td>Strengthening the Leadership Capacity of Parent Leaders</td>
</tr>
<tr>
<td>October 5, 2018</td>
<td>Directors/LCAP Leads</td>
<td>2017-18 Annual Update Progress Monitoring</td>
</tr>
<tr>
<td>October 15, 2018</td>
<td>Cabinet/Union Leadership Meeting</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>October 30, 2018</td>
<td>Community Stakeholder LCAP Meeting</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>November 9, 2018</td>
<td>Superintendent’s Student Advisory Committee</td>
<td>High School Student input</td>
</tr>
<tr>
<td>December 6, 2018</td>
<td>District African American Parent Advisory Council</td>
<td>2017-18 Annual Update Progress Monitoring (DAAAC)</td>
</tr>
<tr>
<td>December 7, 2018</td>
<td>District English Learner Advisory Committee</td>
<td>2017-18 Annual Update Progress Monitoring (DELAC)</td>
</tr>
<tr>
<td>December 11, 2018</td>
<td>Parent Advisory Group Leadership Workshop</td>
<td>Strengthening the Leadership Capacity of Parent Leaders</td>
</tr>
<tr>
<td>December 11, 2018</td>
<td>Board Presentation</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>December 12, 2018</td>
<td>Site Leaders’ Meeting</td>
<td>PDC, 8:00 am-12:00 pm</td>
</tr>
<tr>
<td>December 13, 2018</td>
<td>District Parent Advisory Council (DAC)</td>
<td>2017-18 Annual Update Progress Monitoring</td>
</tr>
<tr>
<td>Date</td>
<td>Committee/Meeting</td>
<td>Details</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 7, 2019</td>
<td>Cabinet/Union Leadership Meeting</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>January 25, 2019</td>
<td>Superintendent’s Student Advisory Committee</td>
<td>High School Student input</td>
</tr>
<tr>
<td>February 6, 2019</td>
<td>Parent Advisory Group Leadership Workshop</td>
<td>Strengthening the Leadership Capacity of Parent Leaders</td>
</tr>
<tr>
<td>February 26, 2019</td>
<td>Community Stakeholder LCAP Meeting</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>March 8, 2019</td>
<td>Superintendent’s Student Advisory Committee</td>
<td>High School Student input</td>
</tr>
<tr>
<td>March 12, 2019</td>
<td>Board Presentation</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>March 20 to April 30, 2019</td>
<td>Site Based LCAP Survey</td>
<td>Teacher Input</td>
</tr>
<tr>
<td>April 5, 2019</td>
<td>District English Learner Advisory Committee</td>
<td>2017-18 Annual Update Progress Monitoring (DELAC)</td>
</tr>
<tr>
<td>April 8, 2019</td>
<td>Cabinet/Union Leadership Meeting</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>April 11, 2019</td>
<td>District Parent Advisory Council</td>
<td>2017-18 Annual Update Progress Monitoring (DAC)</td>
</tr>
<tr>
<td>April 18, 2019</td>
<td>District African American Parent Advisory Council</td>
<td>2017-18 Annual Update Progress Monitoring (DAAAC)</td>
</tr>
<tr>
<td>May 3, 2019</td>
<td>Directors/LCAP Leads</td>
<td>Annual Update Progress Monitoring &amp; 2018-19</td>
</tr>
<tr>
<td>May 10, 2019</td>
<td>Superintendent’s Student Advisory Committee</td>
<td>High School Student input</td>
</tr>
<tr>
<td>May 21, 2019</td>
<td>Board Presentation</td>
<td>LCAP Update &amp; Input</td>
</tr>
<tr>
<td>May 30, 2019</td>
<td>DAC, DELAC and DAAAC Meeting</td>
<td>Required parent committee presentation and Superintendent’s Response</td>
</tr>
<tr>
<td>June 4, 2019</td>
<td>Public Hearing</td>
<td>Final draft version of three-year plan 2017-18, 2018-19, 2019-20</td>
</tr>
<tr>
<td>June 18, 2019</td>
<td>Presentation to Board</td>
<td>Approval of Three-Year Plan 2017-18, 2018-19, 2019-20</td>
</tr>
</tbody>
</table>

**Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?
The involvement of stakeholders, including the parents of unduplicated students, in the LCAP process continues to be of the highest priority to the San Bernardino City Unified School District. Providing progress monitoring of the actions listed in the LCAP to our community and stakeholders, as well as gathering input, continues to be an activity that goes on throughout the school year, as evidenced by the LCAP calendar, which is listed above. Meetings held for the community, parent councils, the student advisory, district managers and Board presentations, as well as input gathered directly from school sites and surveys, have allowed for a well-rounded collection of information and feedback from our community. The voices of all stakeholders continue to be important, in order to ensure that all stakeholders are represented, including Foster Youth/Homeless, English Learners, and Low-Income students.

The gathering of input and progress updating takes place in a circular fashion starting at the district level, which then feeds into the school sites and community. The input that is gathered from school sites and community is then provided back to the district for evaluation and recommendations. This continuous flow of information allows for a rich interaction between all interested parties and a healthy exchange of ideas as we continue to refine the LCAP. In the 2018-2019 school year, 1,124 total pieces of input from all stakeholders was gathered and analyzed. As a result of stakeholder input, “staying the course” and allowing the plan the time and opportunity to work continues to be a resonating theme. Continued support for VAPA, AVID, and GATE opportunities is evidence that maintaining our focus on supporting the student groups in ways that are unique to their needs is a path that we should continue implement. Some of the themes that have risen to the top of the input are:

- Activities
- CAPS
- Career/College Pathways
- Collaboration/Planning Time for Teachers
- Counselors
- Support Personnel
- Professional Development for Staff
- Programs
- Trainings for parents and students

The process of meeting frequently gave SBCUSD the opportunity to implement a meaningful plan, which represents the needs of our district, based on data and stakeholder recommendations. Input gathered from the Superintendent’s Student Advisory Council sessions, during which 50 students are invited and given the opportunity to express concerns and opinions as to what the district could do to improve provided services, continues to be a very meaningful source of input as we implement the LCAP. The sessions with students are very powerful reminders as to the needs of the students we serve. Their input profoundly influenced the development of SBCUSD’s 2017-20 LCAP. In addition, the continued inclusion of Certificated and Classified associations, as well as the School Board
in the updating of the plan’s progress, allows for a plan that continues toward its goal of closing achievement gaps, increasing graduation rates, and the opportunities for SBCUSD students to make College Career Pathway choices.
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

Academic Achievement
Student academic performance, including English proficiency, will be at a “Standards Met or Greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on A-G coursework and College and Career Pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7
Local Priorities: 1,3,4,5,7

Identified Need:

Based on the results posted on the 2016-17 California School Dashboard, SBCUSD has the following areas of low performance Local Education Agency (LEA) -wide in Math and Language Arts, with the following student groups exhibiting lower performance scores compared to the LEA:

- African American Students
- Latino/Hispanic Students
- Special Education Students
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Increase student Smarter Balanced Assessment Consortium Achievement in English Language Arts (ELA), and Math grades 3-8, 11</td>
<td>1.1 2016-17 results available Fall 2017 2015-16 Results: English Language Arts – 34% Meet/Exceed Standards Math – 20% Meet/Exceed Standards</td>
<td>1.1 10% Decrease average scale score difference from 3 by 10% for English Language Arts and Math</td>
<td>1.1 SBCUSD will score in the <em>Increased</em> column of the ELA/Math Grades 3-8 5x5 report by gaining 7 scale score points toward “Standard Met”</td>
<td>1.1 SBCUSD will score in the <em>Increased</em> column of the ELA/Math Grades 3-8 5x5 report by gaining 7 scale score points toward “Standard Met”</td>
</tr>
<tr>
<td>1.2 Increase 4 year Cohort Graduation Rate</td>
<td>1.2 Graduation rate Class of 2016, 86.1%</td>
<td>1.2 Class of 2018 Graduation Rate 90.1%</td>
<td>1.2 SBCUSD will score in the <em>Increased</em> column of the Graduation 5x5 report by increasing cohort graduation rate by 3 percent</td>
<td>1.2 SBCUSD will score in the <em>Increased</em> column of the Graduation 5x5 report by increasing cohort graduation rate by 3 percent</td>
</tr>
<tr>
<td>1.3 Increase District Overall Average Daily Attendance Rate (ADA)</td>
<td>1.3 Year-to-date estimate of attendance from Attendance Accountability Office, 94.6%</td>
<td>1.3 96.6% (Increase 2%)</td>
<td>1.3 SBCUSD will increase the reported ADA rate by 1 percent</td>
<td>1.3 SBCUSD will increase the reported ADA rate by 1 percent</td>
</tr>
<tr>
<td>1.4 Increase Number and Rate of students that pass Advanced Placement (AP) exams with a score of 3 or higher</td>
<td>1.4a AP Test Semester 2 Participation Rate 86%</td>
<td>1.4a SBCUSD will the increase the reported AP Exam Participation rate by 3 percent.</td>
<td>1.4a SBCUSD will increase the reported AP Exam Participation rate by 3 percent.</td>
<td>1.4a SBCUSD will increase the reported AP Exam Participation rate by 3 percent.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>1.4a Advanced Placement Test Semester 2 Participation Rate</td>
<td>80.8%</td>
<td>1.4b 38% students Passing AP tests with a 3 or 4</td>
<td>1.4b SBCUSD will increase the reported AP Exam Passage rate by 8 percent.</td>
<td>1.4b SBCUSD will increase the reported AP Exam Passage rate by 8 percent.</td>
</tr>
<tr>
<td>1.4b Advanced Placement passage rate, with a score of 3 or higher</td>
<td>27.6 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Increase share of students who are college and career ready</td>
<td>44% ready for college</td>
<td>1.5a 2016-17 Results available Fall 2017</td>
<td>1.5a 43.5%</td>
<td>1.5a SBCUSD will increase the reported percentage of students prepared for success after high school as measured by College and Career Index indicator by 5%</td>
</tr>
<tr>
<td>1.5a CA School Dashboard College/Career Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5b EAP English Language Arts, 2015-16</td>
<td>10% Increase</td>
<td>1.5b 10% Increase</td>
<td>1.5b SBAC grade 11 scores serve as the EAP English Language Arts assessment. Target 50.8%</td>
<td>1.5b SBAC grade 11 scores serve as the EAP English Language Arts assessment. Target 50.8%</td>
</tr>
<tr>
<td>1.5b EAP English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5c EAP Math, 2015-16</td>
<td>16% ready for college</td>
<td>1.5c 54% (10% Increase)</td>
<td>1.5c 26% (10% Increase)</td>
<td>1.5c SBAC grade 11 scores serve as the EAP Math assessment. Target 22.9%</td>
</tr>
<tr>
<td>1.5c EAP Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5c SBAC grade 11 scores serve as the EAP Math assessment. Target 22.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.6 Increase Share of English Learners (ELs) that become English Proficient</td>
<td>1.6 2016-17 10.0% Reclassified, (Growth target 15%)</td>
<td>1.6 15%</td>
<td>1.6 Baseline to be determined based on Spring English Language Proficiency Assessment for California (ELPAC)</td>
<td>1.6 Target to be established based upon Spring 2018 ELPAC results</td>
</tr>
<tr>
<td></td>
<td>1,321-Number of Reclassified students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 English Learner (EL) Reclassification Rate</td>
<td>1.7a 2016-17 Reclassification Rate, 10%</td>
<td>1.7a 20% (10% increase)</td>
<td>1.7a SBCUSD will increase the reported percentage of EL students reclassified by 1%</td>
<td>1.7a SBCUSD will increase the reported percentage of EL students reclassified by 1%</td>
</tr>
<tr>
<td>1.7a English Learner Reclassification Rate</td>
<td>1.7b 9.8% Long Term English Learners (LTELs) (Estimate based on District LTEL records and numbers of students who reclassified in the 2016-17 window)</td>
<td>1.7b 19.8% or 10% Increase on actual 2016-17 data</td>
<td>1.7b SBCUSD will increase the reported percentage of LTEL students reclassified by 1%</td>
<td>1.7b SBCUSD will increase the reported percentage of LTEL students reclassified by 1%</td>
</tr>
<tr>
<td>1.7b Long Term English Learners (LTELs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Decrease Middle School dropout rates</td>
<td>1.8 2016-17 results available Fall 2017 2015-16 Estimated Grade 8, Middle School Dropouts, .2%</td>
<td>1.8 Maintain low level of Middle School Dropout Rate</td>
<td>1.8 SBCUSD will maintain a Middle School Dropout Rate of less than 1%</td>
<td>1.8 SBCUSD will maintain a Middle School Dropout Rate of less than 1%</td>
</tr>
<tr>
<td>1.9 Decrease High School Dropout rates</td>
<td>1.9 2016-17 has yet to be determined Dropout data is released one year after the</td>
<td>1.9 19.2% or 10% Increase on actual Class of 2017 data</td>
<td>1.9 SBCUSD will decrease the reported percentage of identified 4-year cohort students by 1%</td>
<td>1.9 SBCUSD will decrease the reported percentage of identified 4-year cohort students by 1%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>graduation date of cohort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2016 High School Dropout rate 9.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.10 Rate of teacher misassignment</strong></td>
<td>No findings or inaccuracies based on the 2016-17 Williams Report.</td>
<td>Continue to have no findings or inaccuracies on the Williams Report</td>
<td>SBCUSD will have no finding of teacher misassignment</td>
<td>SBCUSD will have no finding of teacher misassignment</td>
</tr>
<tr>
<td><strong>1.11 Student access to standards-aligned instructional materials</strong></td>
<td>100% of students access to standards-aligned instructional materials</td>
<td>100% Maintain high level of student access to standards-aligned instructional materials</td>
<td>SBCUSD will provide 100% of students with standards aligned instructional materials</td>
<td>SBCUSD will provide 100% of students with standards aligned instructional materials</td>
</tr>
<tr>
<td><strong>1.12 Implementation of Common Core Standards (CCSS) for all students, including EL</strong></td>
<td>100% Implementation of CCSS for all students, including EL</td>
<td>100% Maintain high level of implementation of CCSS for all students, including EL</td>
<td>SBCUSD will have 100% implementation of CCSS for all students</td>
<td>SBCUSD will have 100% implementation of CCSS for all students</td>
</tr>
<tr>
<td><strong>1.13 Student Access and enrollment in all required areas of study</strong></td>
<td>100% Student Access and enrollment in all required areas of study</td>
<td>100% Maintain high level of Implementation Student Access and Enrollment in all required areas of study</td>
<td>SBCUSD will provide 100% of all students with access and enrollment in all required areas of study</td>
<td>SBCUSD will provide 100% of all students with access and enrollment in all required areas of study</td>
</tr>
</tbody>
</table>
**Planned Actions / Services**

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

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- **New**

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

- **Modified**

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

- **Modified**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Provide before/after school, summer and other learning opportunities to support and enrich student learning for all students.</strong></td>
<td><strong>1.1 Provide before/after school, summer and other learning</strong></td>
<td><strong>1.1 Provide before/after school, summer and other learning</strong></td>
</tr>
</tbody>
</table>
### 2017-18 Actions/Services

a) Develop an after school enrichment program to support GATE/Advanced Learner students.

b) Develop CAPs program to include elementary school sports teams.

c) Expand CAPS summer programming.

d) Expand middle school and high school intersessions and summer bridge programs to support at-risk student groups AVID Bridge
   - Puente Project
   - Gear Up

e) Implement academic intersession programs targeting at-risk student groups

f) Superintendent’s Grad Program

### 2018-19 Actions/Services

opportunities to support and enrich student learning for all students.

a) Develop an after school enrichment program to support GATE/Advanced Learner students.

b) Develop CAPs program to include elementary school sports teams.

c) Expand CAPS summer programming. (Reflected of Strategy I: b)
   - Expand middle school and high school intersessions and summer bridge programs to At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).
   - Puente Project
   - Gear Up

d) Develop CAPS programming and support

e) Implement academic intersession programs targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).
   - Superintendent’s Grad Program

### 2019-20 Actions/Services

opportunities to support and enrich student learning for all students.

a) Develop an after school enrichment program to support GATE/Advanced Learner students.

b) Develop CAPs program to include elementary school sports teams.

c) Expand CAPS summer programming. (Reflected of Strategy I: b)
   - Expand middle school and high school intersessions and summer bridge programs to At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).
   - Gear Up

d) Develop CAPS programming and support

e) Implement academic intersession programs targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino).
   - Superintendent’s Grad Program

f) Homework Center
## Budgeted Expenditures

<table>
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<tr>
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</table>

## Action 2

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

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

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- Foster Youth

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

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- New

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

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

#### 2017-18 Actions/Services
1. Implement targeted programs to improve the support and performance of Foster Youth/Homeless Students.

#### 2018-19 Actions/Services
1. Implement targeted programs to improve the support and performance of Foster Youth/Homeless Students.

#### 2019-20 Actions/Services
1. Implement targeted programs to improve the support and performance of Foster Youth/Homeless Students.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<td>Services and Other Operational Expenditures</td>
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### Action 3

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
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<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
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**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</table>

**English Learners**

**Limited to Unduplicated Student Group(s)**

**All schools**

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Develop summer academic enrichment programs to support English Learner students, including Newcomers and Long-Term English Learners.</td>
<td>1.3 Develop summer academic enrichment programs to support English Learner students, including Newcomers and Long-Term English Learners.</td>
<td>1.3 Develop summer academic enrichment programs to support English Learner students, including Newcomers and Long-Term English Learners.</td>
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</table>

| New | Unchanged | Unchanged |
| Unchanged | Unchanged | Unchanged |
### Budgeted Expenditures

<table>
<thead>
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</table>

### Action 4

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

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

- All

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

- All Schools

OR

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18

New

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

Modified

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

Unchanged

2017-18 Actions/Services

1.4 Provide increased support for at-risk Student Groups and programs to improve and enhance student learning.

a) Provide direct support personnel for increased services and interventions to students, and professional learning opportunities and support to build teacher and school administrator capacity.

   i) African-American ($488,020.00)
   ii) AVID ($500,000.00)
   iii) English Learners ($1,126,200.00)
   iv) GATE ($232,020.00)
   v) Latino ($1,651,760.00)
   vi) Tutoring ($2,482,920.00)

b) Targeted Support for School Progress (TSSP) ($6,205,000.00)

   i) Provide for the continued use of a district Learning Management System that will allow on-line access to resources, training, and on-line courses for parents, students, teachers, and administration. ($250,000.00)

2018-19 Actions/Services

1.4 Provide increased support for At-Risk Student Groups, including Special Education students, and programs to improve and enhance student learning.

a) Provide direct support personnel for increased services and interventions to students, and professional learning opportunities and support to build teacher and school administrator capacity.

   i) African-American
   ii) AVID
   iii) English Learners
   iv) GATE
   v) Latino
   vi) Tutoring
   vii) Cal-Safe Unrestricted
   viii) Community Day Schools
   ix) Personnel
   x) School Based Pupil Motivation/Pupil Retention
   xi) School Site Teaching Allocations/Abe/Dual/Sankofa
   xii) Youth Court Hearing Panel

b) Targeted Support for School Progress (TSSP)

   i. Provide for the continued use of a district Learning Management System that will allow on-line access to resources, training, and

2019-20 Actions/Services

1.4 Provide increased support for At-Risk Student Groups, including Special Education students, and programs to improve and enhance student learning.

a) Provide direct support personnel for increased services and interventions to students, and professional learning opportunities and support to build teacher and school administrator capacity.

   i) African-American
   ii) AVID
   iii) English Learners
   iv) GATE
   v) Latino
   vi) Tutoring
   vii) Cal-Safe Unrestricted
   viii) Community Day Schools
   ix) Personnel
   x) School Based Pupil Motivation/Pupil Retention
   xi) School Site Teaching Allocations/Abe/Dual/Sankofa
   xii) Youth Court Hearing Panel

b) Targeted Support for School Progress (TSSP)

   i. Provide for the continued use of a district Learning Management System that will allow online
### 2017-18 Actions/Services

Accountability and Educational Technology)

- ii) Support the implementation and development of 1 to 1 take-home technology programs for middle and high schools to allow for learning outside of the regular school day. ($250,000.00 Accountability and Educational Technology)

- iii) Remaining TSSP funds to be determined to support identified schools across Goal I strategies.

### 2018-19 Actions/Services

- Online courses for parents, students, teachers, and administration.
  - ii. PowerPoint supplies
  - iii. Support the implementation and development of 1 to 1 take-home technology programs for middle and high schools to allow for learning outside of the regular school day.
  - iv. Remaining TSSP funds to be determined to support identified schools across Goal I strategies.

### 2019-20 Actions/Services

- Access to resources, training, and online courses for parents, students, teachers, and administration.
  - ii. PowerPoint supplies
  - iii. Support the implementation and development of 1 to 1 take-home technology programs for middle and high schools to allow for learning outside of the regular school day.
  - iv. Remaining TSSP funds to be determined to support identified schools across Goal I strategies.

### Budgeted Expenditures

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<th>Year</th>
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<td>Action 5</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong></td>
<td><strong>Location(s):</strong></td>
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</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
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<td></td>
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<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Students to be Served:</strong></td>
<td><strong>Scope of Services:</strong></td>
<td><strong>Location(s):</strong></td>
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<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
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**Actions/Services**

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<tbody>
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</table>

**2017-18 Actions/Services**

1.5 Allocate funds to schools to plan and implement site based programs to improve student achievement, for Low Income Students that are aligned to the district LCAP.

**2018-19 Actions/Services**

1.5 Allocate funds to schools to plan and implement site based programs to improve student achievement, for Low Income Students that are aligned to the district LCAP.

**2019-20 Actions/Services**

1.5 Allocate funds to schools to plan and implement site based programs to improve student achievement, for Low Income Students that are aligned to the district LCAP.

**Budgeted Expenditures**
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### Action 6

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

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

- All

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

- All Schools

OR

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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<th>2019-20 Actions/Services</th>
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</thead>
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<tr>
<td><strong>1.6 Provide resources to sites to support on-going services and innovative programs.</strong></td>
<td><strong>1.6 Provide resources to sites to support on-going services and innovative programs.</strong></td>
<td><strong>1.6 Provide resources to sites to support on-going services and innovative programs.</strong></td>
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<tr>
<td>a) Centralized supplemental instructional support</td>
<td>a) Centralized supplemental instructional support</td>
<td>a) Centralized supplemental instructional support</td>
</tr>
<tr>
<td>b) Provide services to improve chronically absent student’s attendance</td>
<td>b) Improve chronically absent student’s attendance</td>
<td>b) Improve chronically absent student’s attendance</td>
</tr>
<tr>
<td>c) Centralized Information Technology Support</td>
<td>c) Centralized Information Technology Support</td>
<td>c) Centralized Information Technology Support</td>
</tr>
<tr>
<td>d) Personnel (e.g., Counselors)</td>
<td>d) Personnel (e.g., Counselors)</td>
<td>d) Personnel (e.g., Counselors)</td>
</tr>
<tr>
<td>e) Class-size reduction (i.e., teachers, instructional aides, etc.….)</td>
<td>e) Class-size reduction (i.e., teachers, instructional aides, etc.….)</td>
<td>e) Class-size reduction (i.e., teachers, instructional aides, etc.….)</td>
</tr>
<tr>
<td>f) Centralized personnel (Program Specialist, Counselors and Instructors) to support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, after-school programs, to support at-risk student groups (e.g., English Learners, Hispanic/Latino, Students with Disabilities, African American, Foster Youth, and Special Education students).</td>
<td>f) Centralized personnel (Program Specialist, Counselors and Instructors) to support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, after-school programs, to support At-Risk student groups (e.g., English Learners, Hispanic/Latino, Students with Disabilities, African American, Foster Youth, and Special Education students).</td>
<td>f) Centralized personnel (Program Specialist, Counselors and Instructors) to support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, after-school programs, to support At-Risk student groups (e.g., English Learners, Hispanic/Latino, Students with Disabilities, African American, Foster Youth, and Special Education students).</td>
</tr>
<tr>
<td>g) Utilize college interns to support student learning.</td>
<td>g) Utilize college interns to support student learning.</td>
<td>g) Utilize college interns to support student learning.</td>
</tr>
</tbody>
</table>
### 2017-18 Actions/Services
- g) Utilize college interns to support student learning.
- h) Staff to provide district-wide interpretation translation services to support English Learner parents, community, and students.

### 2018-19 Actions/Services
- h) Staff to provide district-wide interpretation translation services to support English Learner parents, community, and students.

### 2019-20 Actions/Services
- h) Staff to provide district-wide interpretation translation services to support English Learner parents, community, and students.

### Budgeted Expenditures

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</table>

### Action 7
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

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

OR
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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### Actions/Services

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

- **New**
- **Modified**
- **Unchanged**

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<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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</thead>
<tbody>
<tr>
<td><strong>1.7 Provide linked-learning opportunities for students about College/ Careers.</strong></td>
<td><strong>1.7 Provide linked-learning opportunities for students about College/ Careers.</strong></td>
<td><strong>1.7 Provide linked-learning opportunities for students about College/ Careers.</strong></td>
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<tr>
<td>a) Expand support of College/Career and Linked Learning program in high schools.</td>
<td>a) Expand support of College/Career and Linked Learning program in high schools.</td>
<td>a) Expand support of College/Career and Linked Learning program in high schools.</td>
</tr>
<tr>
<td>b) Provide opportunities for at risk student groups to connect classroom content to real world applications through academic field trips, college tours, summer conferences, and career experiences.</td>
<td>b) Provide opportunities for at risk student groups to connect classroom content to real world applications through academic field trips, college tours, summer conferences, and career experiences.</td>
<td>b) Provide opportunities for at risk student groups to connect classroom content to real world applications through academic field trips, college tours, summer conferences, and career experiences.</td>
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<tr>
<td>ii. English Learners</td>
<td>ii. English Learners</td>
<td>ii. English Learners</td>
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<tr>
<td>iii. Foster Youth</td>
<td>iii. Foster Youth</td>
<td>iii. Foster Youth</td>
</tr>
<tr>
<td>iv. GATE</td>
<td>iv. GATE</td>
<td>iv. GATE</td>
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<tr>
<td>v. Latino</td>
<td>v. Latino</td>
<td>v. Latino</td>
</tr>
<tr>
<td>vi. Reclassified English Learners</td>
<td>vi. Reclassified English Learners</td>
<td>vi. Reclassified English Learners</td>
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<tr>
<td>vii. Special Education Students</td>
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</tbody>
</table>
**2017-18 Actions/Services**

d) Host college and career fairs.
e) Provide qualified staff to support the college/career and linked learning programs.

**2018-19 Actions/Services**

c) Expand College Career/Linked Learning, beginning at the elementary level, and develop a program to support a college-going culture.
d) Host college and career fairs.
e) Provide qualified staff to support the college/career and linked learning programs.

**2019-20 Actions/Services**

c) Expand College Career/Linked Learning, beginning at the elementary level, and develop a program to support a college-going culture.
d) Host college and career fairs.
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### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | All Schools |

| OR |

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

| All Schools |

### 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, School-wide, or Limited to Unduplicated Student Group(s))

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

| All Schools |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

| New | Modified | Modified |

| 2017-18 Actions/Services |

| 1.8 Provide Professional Development for teachers and staff to improve Tier I Instruction, student achievement, and progress monitoring. |

| a) Provide professional development for teachers to increase their skills and knowledge in the areas of Academic/Social Emotional Learning to better serve at risk student groups (e.g. Low Income, Foster Youth/Homeless, Students with Disabilities, English Learners of all |

| 2018-19 Actions/Services |

| 1.8 Provide Professional Development for teachers and staff to improve Tier I Instruction, student achievement, and progress monitoring. |

| a) Provide professional development for teachers to increase their skills and knowledge in the areas of Academic/Social Emotional Learning to better serve At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, Students with Disabilities, English Learners of all |

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<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>levels, Reclassified English Learners, African American, and Hispanic/Latino).&lt;br&gt;b) Provide professional development for teachers and guest teachers to increase their skill and knowledge of Cultural Proficiency to better service at risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).&lt;br&gt;c) Provide professional development for site administrators to improve instructional leadership and management skills.&lt;br&gt;d) Provide professional development resources, such as substitute teacher coverage, guest presenters, materials and compensation, as needed. (Cost embedded in program allocations).&lt;br&gt;e) Provide resources and professional development of AVID strategies to support At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino). (Reflected in Strategy VIII: a,b,c,d).&lt;br&gt;f) Provide professional development on English Language Development, strategies, intervention, and curriculum for all English Learners. (Reflected in Strategy VIII: a,b,c,d)</td>
<td>levels, Reclassified English Learners, African American, and Hispanic/Latino).&lt;br&gt;b) Provide professional development for teachers and guest teachers to increase their skill and knowledge of Cultural Proficiency to better service At-Risk groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).&lt;br&gt;c) Provide professional development for site administrators to improve instructional leadership and management skills.&lt;br&gt;d) Provide professional development resources, such as substitute teacher coverage, guest presenters, materials and compensation, as needed. (Cost embedded in program allocations).&lt;br&gt;e) Provide resources and professional development of AVID strategies to support At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino). (Reflected in Strategy VIII: a,b,c,d).&lt;br&gt;f) Provide professional development on English Language Development, strategies, intervention, and curriculum for all English Learners. (Reflected in Strategy VIII: a,b,c,d)</td>
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</tr>
</tbody>
</table>
2017-18 Actions/Services

strategies, intervention, and curriculum for all English Learners.

g) Provide professional development for teachers, administration, and staff to address the needs of Reclassified English Learners, long-term English Learners, and the needs of all students in Bi-literacy programs. (Reflected in Strategy VIII: a,b,c,d)

h) Provide professional development on the 21st century classroom and the tenets of Linked Learning (i.e. academic, technical, work-based, and student supports); pathway development, implementation, monitoring, and certification; Program of Study, student learning outcomes, curriculum, and interdisciplinary unit development; communication, marketing, recruitment, and orientation; post-secondary and industry connections including seamless transitions, A-G submission, articulation, dual enrollment/credit, and internships. (Reflected in Strategy VIII: a,b,c,d)

i) Provide on-going professional development for in-district site instructional coaches and other certificated support staff. ($200,000 Categorical Programs Department Centralized Services)

j) Provide training to build teacher and staff knowledge and skills of cultural proficiency. (Reflected in Strategy VIII:i)

k) Provide training to build teacher and staff knowledge and understanding of

2018-19 Actions/Services

g) Provide professional development for teachers, administration, and staff to address the needs of Reclassified English Learners, long-term English Learners, and the needs of all students in Bi-literacy programs. (Reflected in Strategy VIII: a,b,c,d)

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k) Provide training to build teacher and staff knowledge and understanding of
### 2017-18 Actions/Services

- **k)** Provide training to build teacher and staff knowledge and understanding of students with special needs.

- **l)** Common Core Demonstration Classroom Teachers
- **m)** Employee Assistance Program
- **n)** Excellence in Teaching
- **o)** Onboarding

### 2018-19 Actions/Services

- students with special needs. (Reflected in Strategy VIII:i)
- **l)** Common Core Demonstration Classroom Teachers
- **m)** Employee Assistance Program
- **n)** Excellence in Teaching
- **o)** Onboarding

### 2019-20 Actions/Services

- students with special needs. (Reflected in Strategy VIII:i)
- **l)** Common Core Demonstration Classroom Teachers
- **m)** Employee Assistance Program
- **n)** Excellence in Teaching
- **o)** Onboarding

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<td>Employee Benefits</td>
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<td>Employee Benefits</td>
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<td>Books and Supplies</td>
<td>Books and Supplies</td>
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<td></td>
<td>Services and Other Operational Expenditures</td>
<td>Services and Other Operational Expenditures</td>
<td>Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>

### Action 9

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

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

- **All**

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

- **All Schools**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

#### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9 Progress monitoring to address the needs of all students.</td>
<td>1.9 Progress monitoring to address the needs of all students.</td>
<td>1.9 Progress monitoring to address the needs of all students.</td>
</tr>
<tr>
<td>a) Conduct regular and on-going progress monitoring and intervention for students beginning in elementary school, to improve preventative supports for at-risk students.</td>
<td>a) Conduct regular and on-going progress monitoring and intervention for students beginning in elementary school, to improve preventative supports for At-Risk students.</td>
<td>a) Conduct regular and on-going progress monitoring and intervention for students beginning in elementary school, to improve preventative supports for At-Risk students.</td>
</tr>
<tr>
<td>b) Establish an education plan and career map, beginning in elementary school, so that students receive monitoring and additional assistance to improve skills and increase graduation rates.</td>
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<td>b) Establish an education plan and career map, beginning in elementary school, so that students receive monitoring and additional assistance to improve skills and increase graduation rates.</td>
</tr>
<tr>
<td>c) Establish a graduation plan for all students beginning in elementary.</td>
<td>c) Establish a graduation plan for all students beginning in elementary.</td>
<td>c) Establish a graduation plan for all students beginning in elementary.</td>
</tr>
<tr>
<td>d) To increase efficacy, provide student assessment data dashboards to principals and teachers, for analysis and determination of next steps.</td>
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<td>d) To increase efficacy, provide student assessment data dashboards to principals and teachers, for analysis and determination of next steps.</td>
</tr>
</tbody>
</table>
### 2017-18 Actions/Services
- to principals and teachers, for analysis and determination of next steps.
- e) Provide training for students and families about the Cal State University (SU)/University of California (UC) A-G requirements.
- f) Expand and support independent study options to include virtual learning and other programs/services in high school, to increase graduation rates.
- g) Recognize student achievement and growth through various events, activities, assemblies, and incentives for good/improved school attendance, behavior, and achievement.

### 2018-19 Actions/Services
- e) Provide training for students and families about the CSU/UC A-G requirements.
- f) Expand and support independent study options to include virtual learning and other programs/services in high school, to increase graduation rates.
- g) Recognize student achievement and growth through various events, activities, assemblies, and incentives for good/improved school attendance, behavior, and achievement.

### 2019-20 Actions/Services
- e) Provide training for students and families about the CSU/UC A-G requirements.
- f) Expand and support independent study options to include virtual learning and other programs/services in high school, to increase graduation rates.
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### Budgeted Expenditures

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<td>Employee Benefits</td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
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<td>Books and Supplies</td>
<td>Books and Supplies</td>
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<td>Services and Other Operational Expenditures</td>
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### Action 10

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
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<tr>
<td>All</td>
<td>All Schools</td>
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</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
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</table>

### Actions/Services

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

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

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

#### 2017-18 Actions/Services

1.10 Provide support to the Visual and Performing Arts (VAPA) programs to improve school climate and increase student/parent/community engagement.

   a) Ensure staff, materials, professional development, community partnerships, facilities, and expanded offerings are

#### 2018-19 Actions/Services

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   a) Ensure staff, materials, professional development, community partnerships, facilities, and expanded offerings are

#### 2019-20 Actions/Services

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   a) Ensure staff, materials, professional development, community partnerships, facilities, and expanded offerings are
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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<td>Offerings</td>
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<td>provided to support the VAPA program.</td>
<td>offerings are provided to support the VAPA program.</td>
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### Budgeted Expenditures

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<td>Books and Supplies</td>
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<td>Services and Other Operational Expenditures</td>
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<td>Services and Other Operational Expenditures</td>
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</table>
Goal 2

School Climate/Campus Environment
In order to support student academic achievement and engagement, all students will be educated in learning environments that are clean, safe, well maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, citation, and chronic absenteeism rates

State and/or Local Priorities addressed by this goal:
State Priorities: 1,5,6,8
Local Priorities: 2,6,8,9,10

Identified Need:
Although the Local Climate Survey component of the 2016-17 California School Dashboard, has not yet been posted (expected in 2017-18), SBCUSD has acknowledged the important role that the climate of schools plays in improving the level of achievement for all students.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>2.1 Increase student engagement</td>
<td>2.1a 72% SBCUSD Elementary “Connectedness”</td>
<td>2.1a 82% (10% Increase)</td>
<td>2.1a &amp; 2.1b SBCUSD will increase the reported percentage of</td>
<td>2.1a &amp; 2.1b SBCUSD will increase the reported</td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<td>-------------------------------------------------------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>2.1b SBCUSD Secondary “Connectedness”</td>
<td>2.1b 56% SBCUSD</td>
<td>2.1b 66% (10% Increase)</td>
<td>student connectedness by 3%</td>
<td>percentage of student connectedness by 3%</td>
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<tr>
<td>2.1c SBCUSD “Student Engagement” Gallup Poll</td>
<td>2.1c 47% SBCUSD</td>
<td>2.1c 57% (10% Increase)</td>
<td>2.1c SBCUSD will increase the reported percentage of student engagement by 3%</td>
<td></td>
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<tr>
<td></td>
<td>“Connectedness”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gallup Poll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 100% of Facilities are in good repair as measured</td>
<td>2.2 100% 2016-17</td>
<td>2.2 100% Maintain High Rate of Maintain high level of Facilities in good repair as measured by the Williams Report</td>
<td>2.2 SBCUSD will maintain a 100% of facilities in good repair</td>
<td>2.2 SBCUSD will maintain a 100% of facilities in good repair</td>
</tr>
<tr>
<td>by the Williams Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Decrease Suspension Rate</td>
<td>2.3 3.7%, 2016-17</td>
<td>2.3 .7% (Decrease by 3%)</td>
<td>2.3 SBCUSD will score in the Declined column of the Suspension 5x5 report by rate of in/out of school percentages 1%</td>
<td>2.3 SBCUSD will score in the Declined column of the Suspension 5x5 report by rate of in/out of school percentages 1%</td>
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<td></td>
</tr>
<tr>
<td>2.4 Reduce Penal Code Violations</td>
<td>2.4 4.6%, 2016-17</td>
<td>2.4 4% (Decrease by .6%)</td>
<td>2.4 SBCUSD will decrease the reported percentage of suspended students receiving citations by 1%</td>
<td>2.4 SBCUSD will decrease the reported percentage of suspended students receiving citations by 1%</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Decrease Chronic Absenteeism Rates</td>
<td>2.5 16.5%, 2016-17</td>
<td>2.5 13.5% (Decrease by 3%)</td>
<td>2.5 SBCUSD will decrease the reported percentage of chronically absent students by 1%</td>
<td>2.5 SBCUSD will decrease the reported percentage of chronically absent students by 1%</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster/Homeless Youth, English Learners, Low Income, Hispanic/Latino, African American Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Metrics/Indicators

<table>
<thead>
<tr>
<th>2.6 Student Expulsion Rate</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6 Student Expulsion Rate</td>
<td>2016-17: .1%</td>
<td>2.6 Student Expulsion Rate: 2017-18: .1%, continue to maintain low rate of expulsion</td>
<td>2.6 SBCUSD will maintain an Expulsion Rate of at or below 0.1%</td>
<td>2.6 SBCUSD will maintain an Expulsion Rate of at or below 0.1%</td>
</tr>
</tbody>
</table>

---

**Notes:**

- **Baseline:**
  - 2016-17: .1%
- **2017-18:**
  - 2.6 Student Expulsion Rate: 2017-18: .1%, continue to maintain low rate of expulsion
- **2018-19:**
  - 2.6 SBCUSD will maintain an Expulsion Rate of at or below 0.1%
- **2019-20:**
  - 2.6 SBCUSD will maintain an Expulsion Rate of at or below 0.1%
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Provide professional development, in academic, cultural, and social emotional learning to teachers, administrators, and staff, to support improved student achievement, which address specific needs of at risk student groups (e.g., Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, Hispanic/Latino).</td>
<td>2.1 Provide professional development, in academic, cultural, and social emotional learning to teachers, administrators, and staff, to support improved student achievement, which address specific needs of at risk student groups (e.g., Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, Hispanic/Latino).</td>
<td>2.1 Provide professional development, in academic, cultural, and social emotional learning to teachers, administrators, and staff, to support improved student achievement, which address specific needs of at risk student groups (e.g., Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, Hispanic/Latino).</td>
</tr>
<tr>
<td>a) Provide Professional Development for the implementation of a targeted mental health/resilience education program to support at risk students.</td>
<td>a) Provide Professional Development for the implementation of a targeted mental health/resilience education program to support At-Risk students.</td>
<td>a) Provide Professional Development for the implementation of a targeted mental health/resilience education program to support At-Risk students.</td>
</tr>
<tr>
<td>b) Provide professional development for teachers, administrators, staff, Social Emotional Learning (SEL), Positive Behavior Intervention Support (PBiS), Restorative Justice, including Youth Court.</td>
<td>b) Provide professional development for teachers, administrators, staff, Social Emotional Learning (SEL), Positive Behavior Intervention Support (PBiS), Restorative Justice, including Youth Court.</td>
<td>b) Provide professional development for teachers, administrators, staff, Social Emotional Learning (SEL), Positive Behavior Intervention Support (PBiS), Restorative Justice, including Youth Court.</td>
</tr>
<tr>
<td>c) Implementation of mentoring and case management programs for at-risk students (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, Hispanic/Latino).</td>
<td>c) Implementation of mentoring and case management programs for At-Risk students (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and</td>
<td>c) Implementation of mentoring and case management programs for At-Risk students (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>and Hispanic/Latino).</td>
<td>d) Implement a program that will improve the self-concept, personal planning and outlook, targeting at-risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).</td>
<td>d) Implement a program that will improve the self-concept, personal planning and outlook, targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).</td>
</tr>
<tr>
<td></td>
<td>e) Belvedere Daycare</td>
<td>f) Contribution to Child Development Program</td>
</tr>
<tr>
<td></td>
<td>g) Full-Day Preschool Kindergarten Program</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
## Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

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

- New
- Modified

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

- Modified

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

2017-18 Actions/Services

2.2 Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.

- a) Implement extra-curricular sports activities for elementary, middle school, and high school, including

2018-19 Actions/Services

2.2 Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.

- a) Implement extra-curricular sports activities for elementary, middle school

2019-20 Actions/Services

2.2 Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.

- a) Implement extra-curricular sports activities for elementary, middle school
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>personnel, equipment, and materials for extra-curricular sports programs.</td>
<td>and high school, including personnel, equipment, and materials.</td>
<td>and high school, including personnel, equipment, and materials.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$550,000</td>
<td>LCFF</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,351,543</td>
<td>LCFF</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>$2,414,904</td>
<td>LCFF</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>

**Action 3**

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

**Students to be Served:**

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

| All |

**Location(s):**

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

| All Schools |

**OR**

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

### Actions/Services

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

- New

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

- Modified

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

- Modified

#### 2017-18 Actions/Services

- **2.3 All students will be educated in learning environments that are clean, safe, maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, and chronic absenteeism rates.**
  - a) Maintain Facilities (per Williams Act) to ensure safety and security.
  - b) Provide Grounds Maintenance and Operational Support to ensure athletic fields are in good repair.

#### 2018-19 Actions/Services

- **2.3 All students will be educated in learning environments that are clean, safe, maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, and chronic absenteeism rates.**
  - a) Maintain Facilities (per Williams Act) to ensure safety and security.
  - b) Provide Grounds Maintenance and Operational Support to ensure athletic fields are in good repair.
  - c) Personnel
  - d) Equipment/Technology to ensure a safe environment

#### 2019-20 Actions/Services

- **2.3 All students will be educated in learning environments that are clean, safe, maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, and chronic absenteeism rates.**
  - a) Maintain Facilities (per Williams Act) to ensure safety and security.
  - b) Provide Grounds Maintenance and Operational Support to ensure athletic fields are in good repair.
  - c) Personnel
  - d) Equipment/Technology to ensure a safe environment

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,500,000</td>
<td>$10,250,149</td>
<td>$10,102,925</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
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<tr>
<td></td>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
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<tr>
<td></td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
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<td></td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
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<tr>
<td></td>
<td>Services and Other Operational Expenditures</td>
<td>Services and Other Operational Expenditures</td>
<td>Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>

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

Unchanged Goal

**Goal 3**

**Student, Parent and Community Engagement and Support**
SBCUSD will engage, educate, and involve students, parents, and the community as partners with a focus on academic achievement, careers, and social services through a network of resources, allies, and alliances.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3
Local Priorities: 2,5,7
Identified Need:

Although the Parent Engagement component of the 2016-17 California School Dashboard, has not yet been posted (expected in 2017-18), SBCUSD has prioritized the involvement of our stakeholders and parents as an important aspect to improving the level of achievement for all students. KPI 2,5,7

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Improved parent and stakeholder engagement</td>
<td>7,191 Total number of visits to SBCUSD Family Engagement Centers reported from August 2016 - March 2017</td>
<td>7,910 (Increase by 10%)</td>
<td>SBCUSD will continue to work to improve parent and stakeholder engagement as described in the local data submitted for California School Dashboard Priority 3</td>
<td>SBCUSD will continue to work to improve parent and stakeholder engagement as described in the local data submitted for California School Dashboard Priority 3</td>
</tr>
</tbody>
</table>

Planned Actions / Services

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

Action 1

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

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

| All |

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

| All Schools |

OR

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

### Actions/Services

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

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

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

#### 2017-18 Actions/Services

**3.1 Develop student, parent and Community Partnerships.**

- **a)** Build parent and community partnerships to support student achievement (such as VAPA Partnering with Junior University, CSUSB, Loma Linda, Gallup, etc.).
- **b)** Develop linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families.
- **c)** Maintain partnerships with community organizations that align to district initiatives/plans to support at-risk African American and Latino students.

#### 2018-19 Actions/Services

**3.1 Develop student, parent and Community Partnerships.**

- **a)** Build parent and community partnerships to support student achievement (such as VAPA Partnering with Junior University, CSUSB, Loma Linda, Gallup, etc.).
- **b)** Develop linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families.
- **c)** Maintain partnerships with community organizations that align to district initiatives/plans to support At-Risk African American and Latino students.
- **d)** Energy Education Savings

#### 2019-20 Actions/Services

**3.1 Develop student, parent and Community Partnerships.**

- **a)** Build parent and community partnerships to support student achievement (such as VAPA Partnering with Junior University, CSUSB, Loma Linda, Gallup, etc.).
- **b)** Develop linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families.
- **c)** Maintain partnerships with community organizations that align to district initiatives/plans to support At-Risk African American and Latino students.
- **d)** Energy Education Savings

---

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$200,000</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,020,684</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
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<td></td>
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<td></td>
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<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operational Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>$2,118,671</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
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<td></td>
<td></td>
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<td>Employee Benefits</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>

**Action** 2

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

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

| All |

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

| All Schools |

OR

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.2 Develop the knowledge and skills of students and parents to support achievement through College/Career Pathways and Linked Learning.</strong></td>
<td><strong>3.2 Develop the knowledge and skills of students and parents to support achievement through College/Career Pathways and Linked Learning.</strong></td>
<td><strong>3.2 Develop the knowledge and skills of students and parents to support achievement through College/Career Pathways and Linked Learning.</strong></td>
</tr>
<tr>
<td>a) Develop programs to improve 21st century soft skills of families and students.</td>
<td>a) Develop programs to improve 21st century soft skills of families and students.</td>
<td>a) Develop programs to improve 21st century soft skills of families and students.</td>
</tr>
<tr>
<td>b) Implement programs to support students/parents and increase attendance rates for African American students.</td>
<td>b) Implement programs to support students/parents and increase attendance rates for African American, English Learners, Latino students and Special Education students.</td>
<td>b) Implement programs to support students/parents and increase attendance rates for African American, English Learners, Latino students and Special Education students.</td>
</tr>
<tr>
<td>c) Prepare and encourage African American students to attend college, and provide on-going training for parent and community engagement.</td>
<td>c) Prepare and encourage African American students to attend college, and provide on-going training for parent and community engagement.</td>
<td>c) Prepare and encourage African American students to attend college, and provide on-going training for parent and community engagement.</td>
</tr>
<tr>
<td>d) Provide parents and community members with training (i.e., AVID, GLAD, English Language Arts and Math skills, Parenting classes, Bullying classes, PBIS, and College Career Pathways) to support student achievement...</td>
<td>d) Provide parents and community members with training (i.e., AVID, GLAD, ELA and Math skills, Parenting classes, Bullying classes, PBIS, and College Career Pathways) to support student achievement.</td>
<td>d) Provide parents and community members with training (i.e., AVID, GLAD, ELA and Math skills, Parenting classes, Bullying classes, PBIS, and College Career Pathways) to support student achievement.</td>
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**Budgeted Expenditures**
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<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$200,000</td>
<td>$422,444</td>
<td>$341,482</td>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
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<td></td>
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</tr>
</tbody>
</table>

**Action 3**

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

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

- All

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

- All Schools

OR

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

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

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

**Location(s):**
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<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3 Develop Parent Resource Centers to increase parent/community engagement, communication, and collaborative partnerships.</strong></td>
<td><strong>3.3 Develop Parent Resource Centers to increase parent/community engagement, communication, and collaborative partnerships.</strong></td>
<td><strong>3.3 Develop Parent Resource Centers to increase parent/community engagement, communication, and collaborative partnerships.</strong></td>
</tr>
<tr>
<td>a) Develop Family Resource Center and Family Engagement Centers at High Schools, including staff, to support family engagement and participation of Latino, African American, and Low Income families.</td>
<td>a) Develop Family Resource Center and Family Engagement Centers at High Schools, including staff, to support family engagement and participation of Latino, African American, Low Income and Special Education families.</td>
<td>a) Develop Family Resource Center and Family Engagement Centers at High Schools, including staff, to support family engagement and participation of Latino, African American, Low Income and Special Education families.</td>
</tr>
<tr>
<td>b) Provide training, workshops, and presentations to build parent capacity.</td>
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<td>b) Provide training, workshops, and presentations to build parent capacity.</td>
</tr>
<tr>
<td>c) Provide computers and Internet access support to low income students to support student achievement.</td>
<td>c) Provide computers and Internet access support to low income students to support student achievement.</td>
<td>c) Provide computers and Internet access support to low income students to support student achievement.</td>
</tr>
<tr>
<td>d) Develop a system to provide after-hours tech support, for “at risk” parents and students with SBCUSD distributed Chromebooks.</td>
<td>d) Develop a system to provide after-hours tech support, for “At-Risk” parents and students with SBCUSD distributed Chromebooks.</td>
<td>d) Develop a system to provide after-hours tech support, for “At-Risk” parents and students with SBCUSD distributed Chromebooks.</td>
</tr>
<tr>
<td>e) Host informational meetings (i.e. Town Hall, Coffee with the Principal, Donuts with Dad, etc.) to inform parents/community of school and student programs.</td>
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<td>e) Host informational meetings (i.e. Town Hall, Coffee with the Principal, Donuts with Dad, etc.) to inform parents/community of school and student programs.</td>
</tr>
<tr>
<td>f) Provide necessary tools and staff to effectively communicate with parents/community (i.e. marquee,</td>
<td>f) Provide necessary tools and staff to effectively communicate with parents/community (i.e. marquee,</td>
<td>f) Provide necessary tools and staff to effectively communicate with</td>
</tr>
</tbody>
</table>

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

New

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

Modified

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

Modified
### 2017-18 Actions/Services
- Phone system, interpreters and translation services, etc.
- Host parent training workshops.

### 2018-19 Actions/Services
- Phone system, interpreters and translation services, etc.
- Host parent training workshops.
- Community engagement

### 2019-20 Actions/Services
- Parents/community (i.e. marquee, phone system, interpreters and translation services, etc.
- Host parent training workshops.
- Community engagement

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,400,000</td>
<td>$7,493,417</td>
<td>$9,935,487</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operational Expenditures</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019–20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$140,901,670</td>
<td>35.78%</td>
</tr>
</tbody>
</table>

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

**2019-2020**

The estimated Supplemental Concentration Funding for 2019-20 is $140,901,620, based upon the unduplicated count of students that generate these dollars. The weighted unduplicated count of these students remains exceptionally high at 90.40% of the District student population. The District is allocating over $21.6 million to school sites based upon the concentration of low income, English Learners, and Foster Youth/Homeless students enrolled at each site. These funds are to be used in alignment with the LCAP and Single Plan for Student Achievement (SPSA) goals and identified for each school. Activities may include but are not limited to direct student services, instructional materials, support staff, technology, contracted services, parent engagement activities, professional development, and student environment. These LCFF funded activities, services, and expenditures support District wide application of funds. The sites coordinated the use of these funds to align with the District LCAP and with the sites Single Plan for Student Achievement. In addition, projected unspent balances from current LCAP allocations are included in the 2018-19 LCAP to be reallocated in alignment with current LCAP priorities. The District continues to provide centralized supplemental support to schools throughout the District total over $11 million for English Learners, African American Student Achievement, Latino Student Achievement, and Gifted Students.

Increased or improved services for identified student groups include:

- The AVID program is principally directed to support the academic achievement of low achieving, low income students. This support is intended to provide students with the academic strategies and exposure to College and Career Pathways that will enable them to be academically successful at a “standards met or greater” level which will result in a high school diploma with an emphasis on A-G
coursework and College and Career Pathways. During the 2017-18 school year, 39 elementary schools participated in the AVID Summer Institute. In the 2019-2020 school year, 39 elementary schools will participate in AVID. Due to the continued expansion of the AVID program greater, numbers of low income students are able to access the academic strategies and the educational support that AVID provides. Additionally, visiting college campuses and having tutors, are opportunities low income students would otherwise not have the means to access.

The needs of students who are in Foster care continue to be addressed through case management and collaboration with school sites, district departments, community organizations, and outside government agencies. SBCUSD has instituted Access to Learn for All Students (A.T.L.A.S.) to provide supports and services, eliminating barriers and ensuring access to an equitable education for this vulnerable student population.

Services such as immediate access to Creative Before and After School Programs for Success (CAPS), summer academic enrichment programs, and transportation, which allows foster children to remain at their school of origin in the case of a change of placement continue to benefit our students. Additionally, case management services to provide a caring, consistent adult mentor who ensures students have their basic needs met, are attending school regularly and are academically and behaviorally successful is above and beyond what is provided for other students.
LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$135,981,235</td>
<td>35.47%</td>
</tr>
</tbody>
</table>

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

The estimated Supplemental Concentration Funding for 2018-19 is $133,653,012, based upon the unduplicated count of students that generate these dollars. The weighted unduplicated count of these students remains exceptionally high at 90.34% of the District student population. The District is allocating over $20.8 million to school sites based upon the concentration of low income, English Learners, and Foster Youth/Homeless students enrolled at each site. These funds are to be used in alignment with the LCAP and Single Plan for Student Achievement (SPSA) goals and identified for each school. Activities may include but are not limited to direct student services, instructional materials, support staff, technology, contracted services, parent engagement activities, professional development, and student environment. These LCFF funded activities, services, and expenditures support District wide application of funds. The sites coordinated the use of these funds to align with the District LCAP and with the sites Single Plan for Student Achievement. In addition, projected unspent balances from current LCAP allocations are included in the 18-19 LCAP to be reallocated in alignment with current LCAP priorities. The District continues to provide centralized supplemental support to schools throughout the District total over $11 million for English Learners, African American Student Achievement, Latino Student Achievement, and Gifted Students.

Increased or improved services for identified student groups include:

The AVID program is principally directed to support the academic achievement of low achieving, low income students. This support is intended to provide students with the academic strategies and exposure to College and Career Pathways that will enable them to be academically successful at a “standards met or greater” level which will result in a high school diploma with an emphasis on A-G coursework and College and Career Pathways. During the 2017-18 school year, 39 elementary schools participated in the AVID Summer Institute. In the 2018-19 school year, 40 elementary schools will participate in AVID with an eventual goal of having all elementary schools become AVID schools. Due to the continued expansion of the AVID program greater numbers of low income
students are able to access the academic strategies and the educational support that AVID provides. Additionally, visiting college campuses and having tutors, are opportunities low income students would otherwise not have the means to access.

The needs of students who are in Foster Care are addressed through case management and collaboration with school sites, district departments, community organizations, and outside government agencies. SBCUSD has instituted Access to Learning for All Students (A.T.L.A.S.) to provide supports and services, eliminating barriers and ensuring access to an equitable education for this vulnerable student population.

Services such as immediate access to Creative Before and After School Programs for Success (CAPS), summer academic enrichment programs, and transportation, which allows foster children to remain at their school of origin in the case of a change of placement have been established. Additionally, case management services to provide a caring, consistent adult mentor who ensures students have their basic needs met, are attending school regularly and are academically and behaviorally successful is above and beyond what is provided for other students.

In the summer of 2018, four secondary schools, Shandin Hills, Indian Springs High School, Sierra High School, and San Bernardino High School will be hosting an English Learner summer school program. This summer program will be limited to English Learners to support language acquisition and is over and above what non English Learner students will be offered.
LCAP Year: **2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 130,685,053</td>
<td>36.61%</td>
</tr>
</tbody>
</table>

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

The estimated Supplemental Concentration Funding for 2017-18 is $134,485,847 based upon the unduplicated count of students that generate these dollars. The weighted unduplicated count of these students remains exceptionally high at 90.38% of the District student population. The District is allocating over $20.8 million to school sites based upon the concentration of low income, English Learners, and Foster Youth/Homeless students enrolled at each site. These funds are to be used in alignment with the LCAP and Single Plan for Student Achievement (SPSA) goals and identified for each school. Activities may include but are not limited to direct student services, instructional materials, support staff, technology, contracted services, parent engagement activities, professional development, and student environment. These LCFF funded activities, services and expenditures support District wide application of funds. The sites coordinated the use of these funds to align with the District LCAP with the sites Single Plan for Student Achievement. In addition, projected unspent balances from current LCAP allocations are included in the 17-19 LCAP to be reallocated in alignment with current LCAP priorities. The continues District to provide centralized supplemental support to schools throughout the District total over $11 million for English Learners, African American Student Achievement, Latino Student Achievement, Latino Student Achievement and Gifted Students.
LCFF Budget Overview for Parents

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other State Funds</td>
<td>$15,007,061</td>
<td>6%</td>
</tr>
<tr>
<td>All Local Funds</td>
<td>$7,646,811</td>
<td>3%</td>
</tr>
<tr>
<td>All Federal Funds</td>
<td>$13,559,330</td>
<td>5%</td>
</tr>
<tr>
<td>Total LCFF Funds</td>
<td>$227,478,955</td>
<td>86%</td>
</tr>
</tbody>
</table>

6/17/2019
Breakdown of Total LCFF Funds

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supplemental &amp; Concentration Grants</td>
<td>$46,671,439</td>
<td>18%</td>
</tr>
<tr>
<td>All Other LCFF Funds</td>
<td>$180,807,516</td>
<td>68%</td>
</tr>
</tbody>
</table>

These charts show the total general purpose revenue Hesperia Unified expects to receive in the coming year from all sources.

The total revenue projected for Hesperia Unified is $263,692,157, of which $227,478,955 is Local Control Funding Formula (LCFF), $15,007,061 is other state funds, $7,646,811 is local funds, and $13,559,330 is federal funds. Of the $227,478,955 in LCFF Funds, $46,671,439 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Hesperia Unified is projecting it will receive $46,671,439 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Hesperia Unified plans to spend $30,827,803 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The LCAP expenditures are the best use of funds to make an impact upon all students to maintain or increase all students’ level of academic proficiency and effect change in the identified goals. The funds support the unique needs of each site along with providing social-emotional and behavioral support. The
Update on Increased or Improved Services for High Needs Students in 2018-19

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

In 2018-19, Hesperia Unified's LCAP budgeted $27,083,161 for planned actions to increase or improve services for high needs students. Hesperia Unified estimates that it will actually spend $24,087,846 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $2,995,315 had the following impact on Hesperia Unified's ability to increase or improve services for high needs students:

The district only had 5 TOAs this year when it was budgeted for 22 and we were unable to post the BCBA positions this year. These changes did not significantly impact the school district's ability to deliver planned services.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Hesperia Unified
Contact Name and Title: David Olney, Superintendent
Email and Phone: David.Olney@hesperiausd.org, (760) 244-4411

LCAP Year: 2019-20
Addendum: General Instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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

Hesperia Unified School District was formed in 1987. Prior to that, we were a mix of Hesperia Elementary School District and Victor Valley Union High School District. We currently include 3 comprehensive high schools, 2 continuation high schools, 3 middle schools, 15 elementary schools, 1 alternative school, and 1 adult education school. We are the largest employer in the high desert with over 2,233 amazing staff members. We serve and educate over 21,394 brilliant individuals with the following demographics:

- 67.5% Hispanic
- 20.3% White
- 1.0% Asian
- 0.4% American Indian
- 7.0% African American
- 0.8% Other
- 2.0% Not reported
- 1.0% Two or more races
- 19.6% English Learners
- 71.0% Low Income
- 1.31% Foster Youth
- 76.54% Unduplicated High Need

Our primary focus is to provide a quality educational program in our schools. Student achievement continues to improve. Various opportunities for students to be involved in the performing arts, sports, and community service projects are available to augment learning experiences. We have quality staff that is dedicated and passionate about providing for, and leading our young people.
The Board of Trustees has identified six CORE values that define HUSD:

1. We are absolutely committed to providing a distinguished and challenging learning environment that
ensures excellence and achievement for all our students.
2. We believe it is our responsibility to spend the funds entrusted to us to obtain the greatest educational opportunities for our youth while maintaining financial accountability and a prudent reserve.
3. We believe in recruiting and retaining highly qualified employees who maintain high moral and ethical character and consistently exhibit a positive example, exemplary attitude, genuine caring and enthusiasm which promote long-term stability and quality in our educational programs.
4. We believe in promoting strong partnerships and regular communication with parents and community members to help our students maximize their individual potential.
5. We believe that students and staff should be housed in learning and working environments that are clean and safe.
6. We believe in principled relationships and meaningful negotiations with employee groups which advance student achievement as well as both employee and district interests.

**LCAP Highlights**

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

**District-wide Focus Area - Coherence**

- **Mission:** Preparing Today’s Students for Tomorrow’s World
- **Vision:** Provide students with 21st Century Skills by focusing on Literacy through the 4Cs and Innovation

We are a:

Professional Learning Community (PLC) who focus instruction on the following questions:

What do we expect our students to learn?
How will we know they are learning?
How will we respond if they don’t learn it?
How will we respond if they already know it?

The 4Cs are an emphasis in all lessons:
- 4Cs: Critical Thinking, Collaboration, Communication, and Creativity
- Units of Study
- Project-Based Learning
- State Standards

**LCAP Goals:**
1. To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career
2. To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students
3. To involve our parents, families, and community stakeholders as direct partners in the education of all students
Review of Performance

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

Greatest Progress

The district has been using InnovateEd to develop coherence and capacity for sustainable improvement of leadership, teaching, and student learning. This process has helped with a district focus and individual site focus that are guiding improvement of practices and increasing student learning which will hopefully result in greater achievement on assessments. The district has implemented iReady for all students and Achieve 3000 for EL students to help teachers meet individual needs in reading. iReady data shows that the median score is 83% and growth of students in Tier I instruction went from 8% to 11%. Achieve 3000 data shows 61 lexile levels growth and 35% of students exceeding expected reading growth.

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

Based on Dashboard data, it is apparent the LEA needs to continue to focus on instructional practices to increase performance in English Language Arts and Math since all students scored in orange and Foster Youth, Homeless, Students with Disabilities and African Americans are in red. The 2018-19 school year was the second year for the new ELA adoption and teachers are feeling more confident in their abilities to implement the programs. There was a need for a districtwide reading assessment and the Reading Task Force chose iReady which was implemented in the 2018-19 year. Teachers have found the assessment to be useful in determining the individual needs of students for targeted intervention. Math is in the third year and there continues to be the need for professional development on the materials, CGI and helping students with strategies to complete performance tasks. Direct assistance to our Students with Disabilities will require additional professional development.

The LEA will provide support in differentiation for underperforming students using a multi-tiered systems model. Social emotional learning strategies will help our teachers support students with prevention strategies rather than reacting to discipline concerns. The district has begun collecting data and providing professional development in the area of social-emotional learning to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with expulsions/suspensions, especially with our Foster Youth, Students with Disabilities, African American, which are in orange, and American Indian and Pacific Islanders who are in
red and chronic absenteeism in all students. Social emotional support will also help with truancy, violence, bullying, anxiety, vandalism, substance abuse, and students dropping out of school. Hiring two Board Certified Behavior Analysts (BCBA) will help teachers understand reasons for behavior and thus find other means of correction instead of suspension.

Our graduation rate with English Learners, Homeless and Students with Disabilities declined and are in orange so the district will be looking at ways to determine the reason and work towards increasing overall graduation rate. The last area the district will focus on will be College/Career Readiness. This is needed due to all but our White population being in orange or red. The district will be looking at providing more dual enrollment with the local college and also provide more ROP/CTE classes to better prepare students.

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

The district has American Indians and Pacific Islanders in red in suspension rate which is two levels below all students but will focusing on addressing low performance on all indicators. The book, Shattering Inequities: Real-World Wisdom for School and District Leaders by Robin Avelar LaSalle and Ruth S. Johnson will be read and discussed with district leadership. A speaker will also present to district leadership to help leadership provide equitable outcomes to our most vulnerable students. This will give leaders practical suggestions to share with staff ways to quickly and effectively infuse substantive thoughtfulness into common equity challenges and inspire equity-driven action to ensure that demographics do not determine destiny.

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.

The schools identified for CSI are:
Hesperia Junior High
Canyon Ridge High School
Mojave High School

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.
LEA supported Canyon Ridge High School in developing their CSI plan by using the CA Dashboard results and the WASC Accreditation Self-Study findings and the Visiting Team schoolwide growth areas for continuous improvement recommendations as the school-level needs assessment. A CSI plan (School Plan for Student Achievement, or SPSA) was developed using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation.

Hesperia Junior High and Mojave High School worked with an external support provider, Innovate Ed, to develop their comprehensive needs assessment. Each school created a School CSI Team, which was comprised of the principal, assistant principal, teachers, and the counselor. The CSI Team examined a variety of data, including the school’s performance on the CA Dashboard indicators, local student assessment and behavior data, student attendance, and parent and student survey results. Innovate Ed led the group in a systemic root cause analysis to identify and prioritize goals and actions that would lead to a strong increase in student achievement. Since Innovate Ed has been working with the schools for two years now as part of a district-wide effort, the Action Plan that the CSI Team developed complemented the work that the school has done with Innovate Ed by addressing resource inequities and further grounding the identification of evidence-based interventions on data.

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.

LEA will monitor the implementation and effectiveness of the CSI plan through identified six-eight week monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. The LEA will work with WASC staff to coordinate one school visit (real time and/or zoom) to support implementation progress and provide feedback of impact on student outcomes. The two schools working with Innovate Ed will meet at least once every quarter to revise the plan, monitor progress, conduct classroom walkthroughs, and evaluate the evidence-based interventions’ effectiveness on student outcomes.
Annual Update

LCAP Year Reviewed:

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

To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| May: 75% | October: Elementary ELA: 20.8% Math: 3.8%; Secondary ELA: 54.8% Math 22.1%
|          | May: Elementary ELA: 35.1% Math 7.9% Secondary ELA: 73.3% Math 32.9%
|          | Elementary Growth in Proficiency Secondary Growth in Proficiency
|          | ELA: 14.4% Math 7.6% ELA: 6.2% Math 10.8%
| Suspended | Suspended
| 58%      | There was an increase in the number of ELs meeting the reclassification criteria this. Based on ELPAC results, about 32% of ELs scored at level 4, which is slightly above the state average of 30.6%.
| 8.5%     | 9.0%
| 5.0%     | # of ELs who reclassified in 2017-18 was 117 and in 2018-19 was 134.
| 39%      | Change difference was 0.4 with distance of 44 from standard to 43.7-a slight increase in achievement.
| 27%      | Change difference was 0.9 with distance of 78.3 from standard to 77.3-a slight increase in achievement.
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>34% are prepared and 31% are approaching. 25 internships were offered in the Experiential Learning Program to give students on the job training.</td>
</tr>
<tr>
<td>41% - All</td>
<td>42% - All subgroups still being calculated</td>
</tr>
<tr>
<td>81% - Gifted</td>
<td></td>
</tr>
<tr>
<td>18% - Homeless</td>
<td></td>
</tr>
<tr>
<td>5% - SPED</td>
<td></td>
</tr>
<tr>
<td>16% - EL</td>
<td></td>
</tr>
<tr>
<td>56% - RFEP</td>
<td></td>
</tr>
<tr>
<td>39% - SED</td>
<td></td>
</tr>
<tr>
<td>96%</td>
<td>87% completion rate; 95% graduation rate; 96% placement rate.</td>
</tr>
<tr>
<td>43%</td>
<td>not available at this time</td>
</tr>
<tr>
<td>2018 results</td>
<td></td>
</tr>
<tr>
<td>ELA: 53%</td>
<td>Not available</td>
</tr>
<tr>
<td>Math: 23%</td>
<td></td>
</tr>
<tr>
<td>14 schools made growth</td>
<td></td>
</tr>
<tr>
<td>15 schools made growth</td>
<td></td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>98.5% of our teachers are highly qualified—those are 15 elementary special education teachers.</td>
</tr>
<tr>
<td>Increase in percentage of teachers surveyed reporting full implementation of state content standards.</td>
<td>Teachers are continuing to implement state content standards.</td>
</tr>
<tr>
<td>100% of students had access to standards-aligned instructional materials.</td>
<td>100% of students had access to standards-aligned materials.</td>
</tr>
</tbody>
</table>

### Actions/Services

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

### Action 1

#### Planned Actions/Services

- Standards-Based Instructional Resources Purchase/maintain textbooks and/or supplemental resources
- Provide technology and other tools for personalized learning and program for monitoring of chromebook usage

#### Actual Actions/Services

- The most recent board adopted textbooks were provided to teachers. A committee was convened to review social studies textbooks and a recommendation was taken for board approval. The teachers will begin using the new social

#### Budgeted Expenditures

- $6,688,658

#### Estimated Actual Expenditures

- $5,218,528
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress Monitoring Evaluate common formative assessments, District Single Assessment, AP/EAP tests, CAASPP, ELPAC, observation data, and work samples along with a districtwide reading assessment</td>
<td>studies materials beginning August, 2019.</td>
<td>23,000 Chromebooks were provided to students at a lease cost of $3,029,102. An additional $315,041 was spent on repairs and replacement parts.</td>
<td>Teachers continued to use common formative assessments to inform instruction as they presented information to students. CAASPP, ELPAC, district single assessments, AP tests, observation and work samples were also evaluated. The reading assessment allows us to identify best practices in reading district-wide. As next steps, we will help administrators analyze the data to facilitate discussions at their sites on how to continue to improve literacy with all students.</td>
</tr>
<tr>
<td>English Learner Instruction Targeted ELD daily instruction to assist students in attaining full proficiency in English and achieving the same rigorous, grade-level academic standards that are expected of all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Support Instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going PD Provide all staff will increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>content and pedagogical knowledge through collaboration and professional development, reflective coaches, interns, PAR, and coherence work.</td>
<td>Designated ELD instruction was provided to students as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six district instructional coaches provided curriculum and behavior support to general and special education students. They also provided support to the new teachers in the district through the new teacher academy and individual support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional development was provided to all sites based on professional development plans and teacher needs. The district held Plugged-In, a professional development day, teachers attended to gain instructional strategies from fellow teachers. This year 263 teachers attended versus 251 from the previous year. Staff and administrators worked with Innovate Ed on coherence and plans to meet specific needs of each site. The Teacher Induction Program has been updated to include new strategies for supporting new teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td></td>
<td>provided support to new teachers and has attributed to a low attrition rate of teaching staff. PAR is also provided to veteran teachers who are in need of support in improving efficacy. The curriculum collaboratives began again this year. While not all content areas met this year, all will be meeting next year. Special attention and support will be provided for science and social studies due to their materials adoption cycles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Supplemental EL Support – LTEL and “at risk”
Additional academic support to meet specific needs to accelerate acquisition of academic English
Provide language support services to sites

Bilingual assistants provided support to EL students to help maintain GPAs. Language support is provided to sites through the language support office and bilingual assistants, both LTEL and other ELs.
Language support staff continue to support our ELs, especially our LTELS, on providing information on reclassification, importance of ELPAC, and supporting ELs and school sites in their language needs.

$306,978

$314,604

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$306,978</td>
<td>$314,604</td>
</tr>
<tr>
<td>Foster Youth Supports</td>
<td>Foster youth are identified early in order to provide opportunities that target foster youth (college academies, scholarships, conferences, etc.). Counselors and the district social worker provide information directly to the students. Community networks and resources were brought to the district to educate and support parents and families in the community.</td>
<td>$2,000</td>
<td>$382.02</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foster Youth Supports</strong></td>
<td>Provide opportunities for foster parents to be trained in how to support students academically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Access</td>
<td>Preschool was provided to 192 students</td>
<td>$840,000</td>
<td>$2,174,253</td>
</tr>
</tbody>
</table>

**Access**

Implement a high-quality program for EL, foster and low income including Students with Disabilities (SWD) with appropriate accommodation and/or modifications.

Provide online courses-credit recovery and core programs, supplemental materials, curriculum, supplies, differentiation, personalize and pace lessons to meet student needs through project-based learning, etc.

**Interventions**

Conduct content area interventions during the school day and potentially before/after school and summer school for credit recovery and enrichment.

Site provide opportunities for credit recovery, as well as, supplemental materials, personalized lessons and project-based learning to meet the needs of all learners. Modifications and accommodations were provided as appropriate.

Schools provided a variety of in school and after school interventions. Elementary schools will be providing additional tutoring in the summer with Title I funds. Secondary students: 2900 students registered earning 10,000 credits in the summer of 2018; 2800 students are registered for the summer of 2019.
### Planned Actions/Services
- Meaningful access through additional programs, time, ancillary support materials and differentiated instruction, including preschool, designed to support learner’s acquisition of core concept and skills
- Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills as measured by A-G/CTE completion rates

### Actual Actions/Services
- Students at 6 sites during morning and afternoon sessions. An additional 15 FTE’s were hired to help reduce class sizes.
- Footsteps to Brilliance program was provided to 12 students on the preschool waiting list. Each student was given an iPad to access the program to build literacy skills. Parents and students attended 4 sessions designed to enhance parent ability to work with their child. There was an overall marginal growth in picture recognition and upper case letter recognition but the parents stated that "it was beneficial to our child", "my daughter learned how to read certain words in a short time" and "she enjoyed it and started to learn her alphabet". The parents felt that the program should be longer and then more growth would be seen.
- Sites developed schedules to

### Budgeted Expenditures

### Estimated Actual Expenditures
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Actions/Services</td>
<td>provide all students with sufficient access to college and career readiness courses. It has been determined that additional CTE courses and dual enrollment options are needed at sites to help address interests of students and help will college and career readiness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Supports</td>
<td>All 10th grade students took the PSAT.</td>
<td>$60,000</td>
<td>$36,879.32</td>
</tr>
</tbody>
</table>

**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialized Programs/Pathways</strong>&lt;br&gt; Provide college and/or career oriented coursework and curriculum including Advancement Via Individual Determination (AVID), early college, medical pathways, STEM/STEAM, manufacturing, fine arts, etc., adult and career education, CTE, ROP, ESL, GED, Citizenship&lt;br&gt;Counseling Support&lt;br&gt;College and Career Readiness&lt;br&gt;Counselors will oversee the college and career resource center, help create new pathways</td>
<td><strong>Integrated ELD</strong>&lt;br&gt;Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD and the ELD implementation rubric&lt;br&gt;<strong>Integrated ELD</strong>&lt;br&gt;Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD.</td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td><strong>The STEM/Robotics program is developed and implemented throughout the year at HUSD. All elementary/secondary schools provide opportunities for students to participate in these extra curricular events. Students also receive instruction through courses and classes. Student participation is measured by entries in the IXEPO competition as well as Vex Robotics. The program will be expanded next year. Students have expanded learning opportunities in computer science, restaurant management, manufacturing</strong></td>
<td></td>
<td><strong>$3,467,554</strong></td>
<td><strong>$3,261,553.33</strong></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>and develop internships, work with students on transition plans for careers/college, work as a liaison with colleges and employers, etc. Add additional CTE courses and certification.</td>
<td>and video production. The AVID program provided to students has shown that 90% of the students in the program go to a 4-year university directly after high school as compared to 20% of the student population. More college courses are being offered through the CCAP agreement with Victor Valley College. More students are college ready per the dashboard with the support of the College and Career Counselors.</td>
<td>$954,088.65</td>
<td>$840,000</td>
</tr>
</tbody>
</table>

**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
**Support for English Learners**
Implement AVID Excel for middle school long-term EL students

Implement a College/Career Readiness program for high school long-term EL students

Hold scholarship workshops for all high school RFEP students and their parents

Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops

---

**AVID Excel** is offered at Ranchero and Cedar but would like to expand the program to the third school, Hesperia Junior since it has the highest number of ELs at the middle school level. Therefore, it has the greatest need for PD focusing on supporting ELs' language needs.

The bilingual counselor works with our RFEP students at two high schools to ensure that they are college ready. This year, she worked with 66 RFEP seniors. 65% of the the 66 seniors were A-G eligible. Of those who were A-G eligible, 91% applied to a 4-year university. Given this level of success, our goal is to increase the number of RFEP students who are A-G eligible.

<table>
<thead>
<tr>
<th>Support for English Learners</th>
<th>AVID Excel</th>
<th>$135,794</th>
<th>$118,179.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement AVID Excel for middle school long-term EL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement a College/Career Readiness program for high school long-term EL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold scholarship workshops for all high school RFEP students and their parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Overall, the actions and services for goal 1 were implemented. The actions for this goal supported teachers in providing rigorous implementation of the state standards; collecting and analyzing student assessment data to help drive instruction and identify and address student needs; collaborating with other professionals at the school site and grade level on best ways to meet students’ needs; and accessing resources and supplemental materials to address the achievement gap.

The professional development and training provided to teachers and administrators supported effective implementation of the instructional program. Positive feedback indicates that they feel more prepared to provide students with access to rigorous academic standards, including opportunities for critical thinking, problem solving, and communicating reasoning. With the focus on instructional alignment and assessment, a stronger commitment to using assessment to drive instruction thus increasing levels of student mastery in regards to evidence-based learning has occurred.

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

Coaching support has been successful especially the academic/behavioral coach. This coach has supported teachers with challenging behavior, social emotional, or academic concerns.

Additional time is needed to determine effectiveness of AVID Excel. Administration and teachers need more PD to ensure consistency of program implementation.

The effectiveness of the chromebooks will be measured through a technology survey and the impact on student learning.
The dropout rate was impacted, with 21 students graduating as a result of summer school.

It is anticipated that the college readiness of the current 10th graders will increase the college going rates for class of 2021. The district implemented a new program called Experiential Learning Program that allowed 25 students to be interns in a variety of career options.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 1: $1,470,430 less in expenditures due to only having 5 district TOAs this year.

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

The outcome for metric 3 is going to be changed from % to a number.
The outcome for metric 4 is being changed because LTEL students can be designated LTEL one year, the next designated at-risk and then the following year back to LTEL. Metric will be % of LTEL students failing a course will decrease. Using this metric would actually help understand effectiveness of additional support provided.
The outcome for metric 6 &7 are going to be changed to decreasing average distance from standard.

Goal 1 Action 1: An increase in funding is needed due to upcoming adoption costs.
Goal 1 Action 2: An increase in funding is needed due to salary increases.
Goal 1 Action 3: Funding has been increased from $2,000 to $32,000. Increase due to additional resource needs for foster and homeless students.
Goal 1 Action 5: Additional support for Students with Disabilities added.
Goal 1 Action 6: Funding has been decreased from $30,000 to $25,000.
Goal 1 Action 8: Expand the STEM/Robotics programs and increase the funding from $46,000 to $85,000.
Change Early College Support Hesperia High to Dual Enrollment Support for all high schools and increase funding from $50,000 to $75,000 to help cover the textbook costs.
AVID funding decrease from $25,000 to $20,000.
Goal 1 Action 9: An increase in funding is needed due to salary increases.
Goal 2

To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100% of schools updated their Safe School Plans and were approved by the school board.</td>
</tr>
<tr>
<td>100%</td>
<td>100% of sites were complaint per the Williams Quarterly Reports</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>2018 Graduation Rates</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students: 93.2%</td>
<td>2018 Graduation Rates Non-Grads Grads' Plans Percent</td>
</tr>
<tr>
<td>English Learners: 93.2%</td>
<td>All students: 98.6% EL 28 4 Yr. 373 26%</td>
</tr>
<tr>
<td>Low Income: 93.2%</td>
<td>EL: SPED 7 2 Yr. 750 52%</td>
</tr>
<tr>
<td>Middle school: 7 or 0.002%</td>
<td>Low Income: Reg. Ed. 0 Voc. Sch. 49 3%</td>
</tr>
<tr>
<td>High School: 45 or 0.5%</td>
<td>SPED: Summer Military 104 7%</td>
</tr>
<tr>
<td>95.75%</td>
<td>Grads (Est)13 Work 145 10%</td>
</tr>
<tr>
<td>13.5%</td>
<td>Unknown 31 2%</td>
</tr>
<tr>
<td>5th grade: 69.8%</td>
<td>Not available from the state at this time</td>
</tr>
<tr>
<td>7th grade: 82.4%</td>
<td>94.67%</td>
</tr>
<tr>
<td>9th grade: 81.2%</td>
<td>Not available from the state at this time</td>
</tr>
<tr>
<td>TBD</td>
<td>Not available from the state at this time</td>
</tr>
</tbody>
</table>

100% of schools had surveys submitted by parents and students regarding school climate and will be addressing any concerns.
### Actions/Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe School Plan</td>
<td>Every site updated their Safe School Plan.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Community Input</td>
<td>All schools distributed parent and student surveys and are</td>
<td>$2,719,492</td>
<td>$2,788,813.07</td>
</tr>
</tbody>
</table>

All students: 4.5%  
English Learners: TBD  
Low Income: TBD  

All students: >1%  
English Learners: TBD  
Low Income: TBD  

Data still being calculated  
Data still being calculated
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>student surveys regarding school climate and instructional program</td>
<td>reviewing for items of concern. Concerns were addressed in depth in Student and Parent Voice meetings.</td>
<td>$200,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Provide parents and students with forums to discuss school climate and safety</td>
<td>School police partnered and collaborated with the community and provided service in a professional, courteous manner. They provided active shooter training and other trainings regarding domestic violence and civil disobedience and investigated and recovered stolen property. Officers attended SARB meetings and conducted home visits to encourage attendance at school.</td>
<td>LCFF/Supp/Con</td>
<td>30%</td>
</tr>
<tr>
<td>Add: Provide school police officers and additional campus assistants at secondary schools to help ensure safety on the campuses</td>
<td>An additional campus assistant was hired at Oak Hills, Hesperia High, Cedar Middle, Hesperia Junior and Ranchero to help students feel safe on campus. Hours were also increased from 6.5 hours to 8.</td>
<td>LCFF/Supp/Con</td>
<td>98%</td>
</tr>
</tbody>
</table>
### Action 3

**Planned Actions/Services**

- Foster Youth Supports
  - LEA foster youth liaison has adequate time, knowledge and resources, and holds foster parent meetings to provide information and support to families
- Social Worker will assist children and families with social issues/challenges impacting education
- Staff will receive on-going training in trauma-informed teaching
- Staff will receive on-going training in procedures of how to register foster youth

**Actual Actions/Services**

- The foster youth liaison met on October 12, 2018 with approximately 35 people to provide information to sites, families and foster youth agencies. There were representative from school sites as well as the county and outside agencies.
- Social worker worked with 388 individual students/families. There were 748 points of contact with individual students/families. Students were provided with new shoes (30), Kidspack Program with weekend food/snacks (76), books and school supplies, and community resources. Social worker participated in SARF meetings and made home/motel visits. A foster youth summit in Sacramento was attended by 5 students and HUSD hosted a county emerge mini-conference

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$159,727</td>
<td>$154,853.43</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Action 4</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions/Services**

Action 4

**Actual Actions/Services**

with 28 foster/homeless youth attending. Social worker worked with colleges to provide free tuition in college and life skills/mentoring throughout high school into college (Five Star Academy foster youth into CSUSB) 10+ students were enrolled.

Teachers began to receive training on trauma-informed teaching, with additional training still to come in the next year.

Student Services Director worked with sites to provide on-going training on procedures for training Foster Youth.

**Budgeted Expenditures**

**Estimated Actual Expenditures**
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| **Student Emotional Health**
Promote emotional, physical and social well-being of all students through programs, activities and incentives such as:
Rachel’s Challenge, Clue Me In, Festival of the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair/Expo, Renaissance, I Can Film Festival, | Activities such as I Can Film Festival are designed to incorporate the 4C rubric at a level 4. Other activities help students connect to their school through activities that are of interest to each individual are:
Clue Me In 13
Festival of the Arts 18
Young Authors 13 | $1,178,239 | $954,088.65 |

Transportation is provided to all students outside a specified radius in an effort to enable students to get to school each day.

Sites were provided with library and technology support services in order to assist in 21st century learning. The TSS/CLS positions are constantly being trained to meet current expectations for effectiveness.

**Infrastructure**
Provide administrative and library services and technology support services to integrate 21st Century Skills in the curriculum

Removed Innovative Learning Environment expense of $30,000

Add: Provide transportation to support our unduplicated population to ensure the ability to get to school thus decreasing absences and dropouts.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| music, college field trips, Saturday School and award programs to encourage school connectedness and prevent absenteeism. Establish a committee to focus on social emotional learning programs and determine programs to use | Academic Pentathlon 3 Robotics 21 Science Fair/Expo 22 I Can Film Festival 13 100 Mile Club 4 Academic Planning 1 Lego Robotics 2 After school clubs 6 | Psychologists have been providing small group support to students needing social emotional support. Student population and needs have increased, the support time has decreased. Hiring two more would help meet the needs. Some programs offered at schools are: Rachel’s Challenge 2 Peer counseling 6 Safe School Ambassadors 2 Leader in Me 2 7 Habits 1 Schoolwide Positive Behavior Intervention Support (PBIS) 8 Restorative Practices and Trauma Informed Classrooms 1 |}

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<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>contract and hire an inside person to make the contacts with parents to better meet our needs of decreasing absences</td>
<td>WEB 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide alternative setting for students that have been expelled so that they can complete their schooling</td>
<td>Special Services needs direction from cabinet before it can move forward with hiring these positions. The money is budgeted and job description ready.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attention 2 Attendance contract was still contracted for the 2018-19 school year but will be discontinued for the 2019-20 school year. We will be transitioning to an in-house system to improve the effectiveness of the SARB program. This will reduce cost for the district.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hesperia Community Day School is provided to expelled students thus allowing them to finish their schooling instead of expelling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 6**
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular safety inspections and appropriate repairs or maintenance completed in a timely manner to be compliant with Williams’ Settlement.</td>
<td>Safety inspections and appropriate repairs were completed in a timely manner thus ensuring compliance with the Williams’ settlement.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Actions and services for this goal were implemented as planned. Parents and students participated in site parent surveys and LCAP survey. Parent voice meetings were held with the superintendent to address the survey results and determine possible additional actions needed. Maintenance projects are completed during the year and large projects completed during the summer. Schools implemented many programs and activities with no-cost opportunities to connect with other students and engage in programs and activities that interest them. Sites established programs such as peer counseling, Safe School Ambassadors, and other anti-bullying programs, School-wide Positive Behavior Intervention Support (PBIS), Rachel's Challenge, 100 Mile Club, etc. to help support students.

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

Even with the programs and activities to promote emotional, physical and social well being of all students and the decline in percentage of suspensions, the district has 2 subgroups in red for suspension rate (American Indian and Pacific Islander) there continues to be a need to focus on Social Emotional Learning (SEL) programs to assist in increasing student engagement, attendance, graduation rate, and decrease transiency and dropout rates. The staff continues to implement programs to understand reasons why students misbehave and ways to support them in making correct choices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

$794,973 less in expenditures due to not hiring the BCBAs, transportation being less than planned, and less salaries for community day school, senior clerk typist can campus assistants. There was an increase in A2A that had to be included since there was a contract in place and TSS/CLS salaries increased.
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.

Goal 2 Action 2: Funding increased to reflect salary increases
Goal 2 Action 3: Funding modified to reflect additional funds for foster youth supports
Goal 2 Action 4: Slight decrease in funding
Goal 3

To involve our parents, families, and community stakeholders as direct partners in the education of all students.

State and/or Local Priorities addressed by this goal:

**State Priorities:** 3

**Local Priorities:**

### Annual Measurable Outcomes

**Expected**

- All students: Yes
- English Learners: Yes
- Low Income: Yes

Opportunities for parent/student/community survey input.
(For parental involvement priority #3)

**Actual**

- All students: Yes
- English Learners: Yes
- Low Income: Yes

56% participation
(For parental involvement priority #3)

There was a range of parent participation from a decrease of 36% to and increase of 48% with the majority experiencing approximately 4% growth.
### Actions/Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement</td>
<td>Parent Engagement</td>
<td>$314,341</td>
<td>$321,660.80</td>
</tr>
<tr>
<td>Provide parent training, learning opportunities and workshops, including the use of technology</td>
<td>Sites provided Parenting Partners classes and other workshops designed to help parents assist students at home. Sites also provided many learning opportunities for parents. They included: parenting classes, family reading/math/science nights, and scholarship workshops. There were also many opportunities to engage parents: parent groups, school site council, talent nights, breakfast with the principal, classroom volunteers, field trips, and Read Across America. Approximately 4,800 people signed in to the Family Resource Center. On a monthly average, we have about 480 people sign</td>
<td>$314,341</td>
<td>$321,660.80</td>
</tr>
<tr>
<td>District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance the District’s Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other resources designed to improve parenting skills and student achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Inform parents of the impact of the assessment results on students’ placement and participation in core curriculum classes, intervention classes and support programs</td>
<td>in to the FRC. Classes include: Art Citizenship Classes/Workshops Community Health Network-SBC Tobacco Coalition Computers (Basics, Internet &amp; Google, PowerPoint, Excel, Photo Editing) Crochet (Spanish) English I Basic English Financial Life Skills (English &amp; Spanish) Foster &amp; Kinship Care Education (English &amp; Spanish) Footsteps 2 Brilliance Journey Thru Cancer Math (Spanish) H.E.A.L. Nutrition Education-Healthy Eating &amp; Active Living (English &amp; Spanish) Nutrition Class(Spanish) Rosetta Stone Sewing (Spanish) Tutoring Zumba</td>
<td>$2,000 30% 98%</td>
<td>Modified $840,000 5000 – Service/Operating Expenses 9.0% $314,604 Actual $0 Actual 2018­19 Actions/Services Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Caring Closet (new clothes for students)</td>
<td>Preschool Enrollment</td>
<td>Job Announcements</td>
<td>Resumé Building</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-------------------------------</td>
</tr>
</tbody>
</table>
| district. The program is designed to coordinate district and social media and provide a consistent message of communication for staff, students and parents.
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
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</table>

## 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.

Actions and services for this goal were implemented as planned. Regular communication was promoted through newsletters, social media, Thrillshare messages, and school and district websites. Sites offered variety of parent nights to provide parents with ways to support their student. The district Family Resource Center offered a variety of classes to parents from sewing to technology to academics.

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

The participation rates for the LCAP surveys increased this year as did attendance at site activities. Sites feel they still need to continue to find ways to encourage greater parent engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

$222,319 increased expenditures for student information system.

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.

Goal 3 Action 1: Add student information system that should have been included previously.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

HUSD sought input from all stakeholders, categorized responses and examined trends and patterns allowing the District to determine the processes, goals, targets and criteria that focus on learning. Stakeholders were provided data on how the district students performed on previous State tests, graduation rate, and College Ready assessment results and progress made in achieving the goals in the 2018-19 plan and asked to complete a survey regarding the goals and actions of the LCAP.

The stakeholder groups were represented by the following members:
Community Members: The superintendent or representatives attend Hesperia Chamber of Commerce meetings to share info. Also, community members participated in Principal of the Day at each of the sites.

Communication:
Methods used to publicize the opportunities to participate in the LCAP meetings and survey included use of social media (Facebook and Twitter); invitation on school websites; ConnectEd phone calls to parents; announcements at Board of Education meetings; personal invitations were made to parents to participate in the Stakeholder Voice Meetings with the Superintendent.

Meetings:
Parents/Staff Advisory Groups:
District Advisory Committee (DAC): Parent and staff representatives from each school site representing the low income students, foster youth and English Learners: During the District Advisory Committee (DAC) meeting on October 17, 2018, the LCFF/LCAP was explained to all members in attendance. The committee has previously heard about the new funding formula under LCFF when budgets are reviewed.
A link to the LCAP on the HUSD website was also shared. During the February 20, 2019, meeting, the LCAP process was explained to the members and a powerpoint presented information on progress made towards the goals. The members then took the stakeholder survey regarding the goals, actions, and expenditures and given an opportunity to suggest additional actions/services. This group met on April 17 to review the results of the survey and offer input on changes to the LCAP. An electronic copy of the final draft was sent to the members.

Meetings with Superintendent: Parents were invited to attend one of two meetings (April 22 or May 13) with the Superintendent to review survey results and provided additional information on the goals and actions. Parents appreciated the opportunity to talk directly with the Superintendent and voice concerns. Parents were overall positive about the schools and academic achievement, especially with the 4Cs, and overall school climate. Concerns were brought forward regarding bullying and the need for additional counselors to help students deal with bullying issues and also traffic issues during pickup and drop off.

EL: DELAC: Parent representatives from each school site who are elected annually by the site English Learner Advisory Committee (ELAC): At the District English Language Advisory Committee (DELAC) meeting on October 3, 2018, the LCFF/LCAP was explained to all members in attendance. The new funding of the district and the focus on English Learners (EL), Low Income (LI) and Foster Youth (FY) was discussed. Representatives from most schools were in attendance. During the meeting, Alex Cristales presented the district's LCAP goals and gave examples of planned actions to support them. He also presented data on the progress made in meeting the goals of 2018-19. DELAC members asked clarifying questions, provided input and expressed appreciation for being included in the process.

EL, LI, & FY:
Stakeholder meetings were held during on April 22 and May 2 to give further clarification on survey results and give input on actions and services that the district should continue, increase, or stop providing to students. Information was also shared at SSC meetings and ELAC meetings. Parents of the subgroups were specifically given letters asking for their attendance at the meetings.

Foster Youth: Foster Youth Advisory: San Bernardino County Superintendent of Schools (SBCSS) Foster Youth Liaison, HUSD Social Worker, Director of Student Services and representatives from each of the group home agencies served within the district. The Director of Student Services invited foster parents and representatives from the Foster Family Agencies to attend a meeting on October 12, 2018 discuss the LCAP and gather input. There were 35 attendees. The district social worker attended monthly Foster Care Advisory meetings.

Students:
Students at the comprehensive and alternative high schools became members of the San Bernardino County Student Advisory Panel. The purpose of
the panel is to provide the opportunity for diverse students to come together from across the county and share their perspectives with each other about topics critical to their well-being, the world they live in, and the pursuit of their dreams. They met on January 30, February 27 and March 6, 2019. Student Voice meetings were held at Cedar Middle School (2/19), Oak Hills High School (2/12) and Eucalyptus Elementary School (2/22). Overall,

Staff:
During the months of February through April, each site reviewed the 2018-19 LCAP with staff, gathering input on the district's progress towards meeting the goals and suggestions for changes to the 2019-21 plan. The LCAP was continually referenced during meetings with both certificated and classified management teams, and a summary of progress and expenditures was presented. Opportunity was given for questions and comments.

Administration: District administration (all department directors and above with Superintendent) met to discuss progress on meeting LCAP goals and opportunities given for suggestions to add or remove actions/services. Principals and Assistant Principals reviewed the LCAP during management meetings and offered input on revisions.

Educational Services met weekly to discuss the LCAP, analyze data, determine support for CSI and ATSI schools, and determine what actions/services/expenditures have been completed and which need to be revised for the next LCAP.

Leadership Meetings: Administrative representatives from elementary and secondary sites. The LCAP was discussed on 1/23 and 3/27.

Governing Board:
The Governing Board is regularly provided with updates on progress made in meeting goals of the 2018-19 LCAP and gather input for changes. A draft of the 2019-21 LCAP was presented to the Governing Board on June 10 for public comment and then on 6/17 for approval.

Bargaining Units: Members of HTA and CSEA: In March, a survey was shared with CSEA to gather input on specific actions or services they felt should be included in the plan. One of the biggest concerns of both bargaining units is social emotional support for students and behavior supports. 107 surveys were completed by CSEA members. In March, the Hesperia Teachers Association’s members were also given the opportunity to complete the LCAP survey with 203 members completing the survey.

Educational Planning Innovation Committee (EPIC): Educational Services administrators, members of Hesperia Teachers Association (HTA) and California School Employees Association (CSEA): The Educational Planning Innovation Committee Meetings (EPIC) were held on 12/18, 1/15, 2/19 and 4/16. The committee which consists of representative from the district office, Hesperia Teachers Association (HTA) and California School Employees
Impact on LCAP and Annual Update

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

911 stakeholder surveys were completed. The stakeholders overall feel that the district is doing a good job. They are in support of the three goals, especially college and career readiness and safe schools. They feel that AVID and tutoring are programs that are successful but feel there is a need for more counseling support especially in the area of social emotional learning and mental health support. It is because of this concern, along with staff input, that two Board Certified Behavior Analysts not hired as included in Goal 2 Action 5 be included again. A job description was written and the process of establishing the positions is being started. A social emotional learning committee was established in order to help teachers meet SEL needs of students and build skills to work with defiant students. Bargaining units members expressed the need for professional development being teacher driven so the instructional coach model will be moved from district to individual sites. Site instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management based on the plan developed by individual sites. Goal 1 Action 1.

Goals, Actions, & Services

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 1
To provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Stakeholder feedback indicates there is an ongoing need to ensure that HUSD maintains high-quality materials in every classroom and a staff of highly qualified teachers and instructional assistants, as defined by state and federal law. With the adoption of State Standards in ELA, ELD, Math, and Science and aligned CAASPP assessments there is a need for new instructional materials aligned to the new expectations for all core subject areas with professional development and instructional support to meet the diverse needs to the student population. There is also a need to continue to focus on instructional practices to increase performance in English Language Arts and Math. The 2018-19 school year was the second year for the new ELA adoption and feeling more confident in their abilities to implement the programs. There was a need for a districtwide reading assessment and the Reading Task Force chose iReady, was implemented in the 2018-19 year. Teachers have found the assessment to be useful in determining the individual needs of students for targeted intervention. Math is in the third year and there continues to be the need for professional development on the materials and CGI. Direct assistance to our Students with Disabilities will require additional professional development.

The California School Dashboard indicates an orange in performance with the percent of students that are below standard is 43.7% (a slight decrease from 2017 of 44%) on the Smarter Balanced test in English Language Arts. This needs to increase significantly to get to yellow. Homeless students moved from orange to red and American Indian moved from yellow to orange. Along with homeless, Students with Disabilities, African American, and Foster Youth are in red. The percent of students who have met the standards in mathematics is in the orange and needs to increase-currently 23%. English Learners and Homeless dropped from orange to red and Pacific Islander from yellow to orange. Students with Disabilities, African American, and Foster Youth in red also.

Since there is a gap between some subgroups, there is a need to continually support strong first instruction through professional development and support of teachers through instructional coaching to more readily transfer professional learning into classroom practice. There is also a need to
### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Single Assessment (3 times per year) – Establish baseline in October, 75% of students proficient by May (Other Pupil Outcomes Priority #8)</td>
<td>October: 34.52% May: 48.48%</td>
<td>May: 75%</td>
<td>May: 75%</td>
<td>May: 75%</td>
</tr>
<tr>
<td>Academic Performance Index (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>Suspended</td>
<td>Suspended</td>
<td>Suspended</td>
<td>Suspended</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Standardized test scores including ELPAC – The percentage of EL students attending US schools 5 years or more will achieve basic or above in English proficiency will increase. (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>53%</td>
<td>55%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of new LTEL students will decrease yearly. (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>11%</td>
<td>9.0%</td>
<td>8.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>9% of EL students will be reclassified. (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>3.5%</td>
<td>4.5%</td>
<td>5.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>CAASPP – English/Language Art (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>33%</td>
<td>36%</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>CAASPP – Math (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>21%</td>
<td>24%</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>% of students in intervention/remediation programs showing growth in pre- and post-assessments used to determine placement in programs. (Other Pupil Outcomes Priority #8)</td>
<td>45%</td>
<td>42%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>% of students completing A-G courses by subgroup. (Course Access Priority #7)</td>
<td>574/1522 – 38% - All</td>
<td>40% - All</td>
<td>41% - All</td>
<td>42% - All</td>
</tr>
<tr>
<td></td>
<td>104/131 – 79% - Gifted</td>
<td>80% - Gifted</td>
<td>81% - Gifted</td>
<td>82% - Gifted</td>
</tr>
<tr>
<td></td>
<td>5/31 – 16% - Homeless</td>
<td>17% - Homeless</td>
<td>18% - Homeless</td>
<td>19% - Homeless</td>
</tr>
<tr>
<td></td>
<td>6/174 – 3.4% - SPED</td>
<td>4% - SPED</td>
<td>5% - SPED</td>
<td>5.5% - SPED</td>
</tr>
<tr>
<td></td>
<td>22/182 – 12% - EL</td>
<td>14% - EL</td>
<td>16% - EL</td>
<td>18% - EL</td>
</tr>
<tr>
<td></td>
<td>150/287 – 52% - RFEP</td>
<td>54% - RFEP</td>
<td>56% - RFEP</td>
<td>58% - RFEP</td>
</tr>
<tr>
<td></td>
<td>366/1047 – 35% - SED</td>
<td>37% - SED</td>
<td>39% - SED</td>
<td>41% - SED</td>
</tr>
<tr>
<td>% of students completing ROP-CTE programs. (Pupil Outcomes, Student Achievement Achievement Priority #4)</td>
<td>91%</td>
<td>94%</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Exams – Students passing AP exams with a score of 3 or higher will increase... (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>37% (2015-16)</td>
<td>40%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>EAP Results – EAP readiness and conditionally ready scores in ELA and Math will increase over previous year... (Pupil Outcomes, Student Achievement Priority #4)</td>
<td>2016 results ELA: 50% Math: 21%</td>
<td>2017 results ELA: 52% Math: 22%</td>
<td>2018 results ELA: 53% Math: 23%</td>
<td>2019 results ELA: 54% Math: 24%</td>
</tr>
<tr>
<td>District 4C Rubric – Sites will use the rubric to measure growth in implementation of 4Cs 3Xs a year. (Other district priority)</td>
<td>9 schools made growth</td>
<td>12 schools made growth</td>
<td>14 schools made growth</td>
<td>16 schools made growth</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Database of teacher credentials and assignments – 100% of teachers will be highly qualified. (Conditions of Learning Basic Services Priority #1)</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Content Standards Implementation for all students, including English learners (Implementation of State Standards Priority #2)</td>
<td>N/A</td>
<td>Establish percentage of teachers surveyed reporting full implementation of state content standards.</td>
<td>Increase in percentage of teachers surveyed reporting full implementation of state content standards.</td>
<td>Increase in percentage of teachers surveyed reporting full implementation of state content standards.</td>
</tr>
<tr>
<td>Instructional Materials (Conditions of Learning Basic Services Priority #1)</td>
<td>100% of students had access to standards-aligned instructional materials.</td>
<td>100% of students had access to standards-aligned instructional materials.</td>
<td>100% of students had access to standards-aligned instructional materials.</td>
<td>100% of students had access to standards-aligned instructional materials.</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action #1

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Unchanged

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

- Modified

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

- Modified

#### 2017-18 Actions/Services

- Standards-Based Instructional Resources
- Purchase/maintain textbooks and/or supplemental resources
- Provide technology and other tools for personalized learning

#### 2018-19 Actions/Services

- Standards-Based Instructional Resources
- Purchase/maintain textbooks and/or supplemental resources
- Provide technology and other tools for personalized learning and program for

#### 2019-20 Actions/Services

- Standards-Based Instructional Resources
- Purchase/maintain textbooks and/or supplemental resources
- Provide technology and other tools for personalized learning and program for
Student Progress Monitoring
Evaluate common formative assessments, District Single Assessment, AP/EAP tests, CAASPP, ELPAC, observation data, and work samples

English Learner Instruction
Targeted ELD daily instruction to assist students in attaining full proficiency in English and achieving the same rigorous, grade-level academic standards that are expected of all students

Instructional Support
Instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management

On-going PD
Provide all staff will increase content and pedagogical knowledge through collaboration and professional development, reflective coaches, interns, PAR

Student Progress Monitoring
Evaluate common formative assessments, District Single Assessment, AP/EAP tests, CAASPP, ELPAC, observation data, and work samples along with a districtwide reading assessment

English Learner Instruction
Targeted ELD daily instruction to assist students in attaining full proficiency in English and achieving the same rigorous, grade-level academic standards that are expected of all students

Instructional Support
Instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management

On-going PD
Provide all staff will increase content and pedagogical knowledge through collaboration and professional development, reflective coaches, interns, PAR, and coherence work.

Student Progress Monitoring
Evaluate common formative assessments, District Single Assessment, AP/EAP tests, CAASPP, ELPAC, observation data, and work samples along with a districtwide reading assessment

English Learner Instruction
Targeted ELD daily instruction to assist students in attaining full proficiency in English and achieving the same rigorous, grade-level academic standards that are expected of all students

Instructional Support
Instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management

On-going PD
Provide all staff will increase content and pedagogical knowledge through collaboration and professional development, reflective coaches, interns, PAR

Student Progress Monitoring
Evaluate common formative assessments, District Single Assessment, AP/EAP tests, CAASPP, ELPAC, observation data, and work samples along with a districtwide reading assessment

English Learner Instruction
Targeted ELD daily instruction to assist students in attaining full proficiency in English and achieving the same rigorous, grade-level academic standards that are expected of all students

Instructional Support
Site instructional coaches will assist in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management based on the plan developed by individual sites

On-going PD
Provide all staff will increase content and pedagogical knowledge through collaboration and professional development, reflective coaches, interns, PAR

monitoring of chromebook usage

monitoring of chromebook usage

monitoring of chromebook usage
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$8,691,186</td>
<td>$6,688,658</td>
<td>$11,084,836</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF Base, LCFF/Supp/Con, Restricted Lottery</td>
<td>General, LCFF/Supp/Con, Restricted Lottery</td>
<td>General, LCFF/Supp/Con, Restricted Lottery</td>
</tr>
</tbody>
</table>

## Action #2

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>LEA-Wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2017-18</strong></td>
<td><strong>Select from New, Modified, or Unchanged for 2018-19</strong></td>
</tr>
<tr>
<td>Unchanged</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**
- Supplemental EL Support – LTEL and “at risk”
- Additional academic support to meet specific needs to accelerate acquisition of academic English
- Provide language support services to sites

**2018-19 Actions/Services**
- Supplemental EL Support – LTEL and “at risk”
- Additional academic support to meet specific needs to accelerate acquisition of academic English
- Provide language support services to sites

**2019-20 Actions/Services**
- Supplemental EL Support – LTEL and “at risk”
- Additional academic support to meet specific needs to accelerate acquisition of academic English
- Provide language support services to sites
  - Modified for salary increases

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<td>$306,978</td>
<td>$370,503</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Reference</td>
<td>3000 - Benefits</td>
<td>3000 - Benefits</td>
<td>3000 - Benefits</td>
</tr>
</tbody>
</table>

### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Modified</td>
</tr>
</tbody>
</table>

Note: The table continues with additional data and information regarding actions and services, but is not fully transcribed here.
Foster Youth Supports
Provide opportunities for foster parents to be trained in how to support students academically

Foster Youth Supports
Provide opportunities for foster parents to be trained in how to support students academically

Foster Youth Supports
Provide opportunities for foster parents to be trained in how to support students academically

Modified due to funds increased

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$2,000</td>
<td>$32,000</td>
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<td>Source</td>
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<td>LCFF Supp/Conc</td>
<td>LCFF Supp/Conc</td>
</tr>
<tr>
<td>Reference</td>
<td>4000 – Books and Supplies</td>
<td>4000 – Books and Supplies</td>
<td>LCFF Supp/Conc</td>
</tr>
</tbody>
</table>

Action #4

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

Students to be Served | Location(s)
----------------------|----------
N/A                   | N/A

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

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

### 2017-18 Actions/Services

- **Access**
  - Implement a high-quality program for Students with Disabilities (SWD) with appropriate accommodation and/or modifications
  - Provide online courses-credit recovery and core programs, supplemental materials, curriculum, supplies, differentiation, personalize and pace lessons to meet student needs through project-based learning, etc.

- **Interventions**
  - Conduct content area interventions during

### 2018-19 Actions/Services

- **Access**
  - Implement a high-quality program for EL, foster and low income including Students with Disabilities (SWD) with appropriate accommodation and/or modifications
  - Provide online courses-credit recovery and core programs, supplemental materials, curriculum, supplies, differentiation, personalize and pace lessons to meet student needs through project-based learning, etc.

- **Interventions**
  - Conduct content area interventions during

### 2019-20 Actions/Services

- **Access**
  - Implement a high-quality program for EL, foster and low income including Students with Disabilities (SWD) with appropriate accommodation and/or modifications
  - Provide online courses-credit recovery and core programs, supplemental materials, curriculum, supplies, differentiation, personalize and pace lessons to meet student needs through project-based learning, etc.

- **Interventions**
  - Conduct content area interventions during
the school day and potentially before/after school and summer school for credit recovery and enrichment.

the school day and potentially before/after school and summer school for credit recovery and enrichment.

the school day and potentially before/after school and summer school for credit recovery and enrichment.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$200,000</td>
<td>$200,000</td>
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<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Supp/Conc</td>
<td>LCFF Supp/Conc</td>
</tr>
</tbody>
</table>

### Action #5

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Modified

**2017-18 Actions/Services**

Universal Access
- Meaningful access through additional programs, time, ancillary support materials and differentiated instruction, including preschool, designed to support learner’s acquisition of core concept and skills
- Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills as measured by A-G/CTE completion rates

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

Modified

**2018-19 Actions/Services**

Universal Access
- Meaningful access through additional programs, time, ancillary support materials and differentiated instruction, including preschool, designed to support learner’s acquisition of core concept and skills
- Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills as measured by A-G/CTE completion rates

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

Modified

**2019-20 Actions/Services**

Universal Access
- Meaningful access through additional programs, time, ancillary support materials and differentiated instruction, including preschool, designed to support learner’s acquisition of core concept and skills
- Establish schedules that provide all students with sufficient access to instruction, courses and learning time necessary to master college and/or career readiness skills as measured by A-G/CTE completion rates
- Students with disabilities need more support with the preparation to transition to college or
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<td>$840,000</td>
<td>$840,000</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
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<td>1000 – Certificated Salaries</td>
<td>1000 – Certificated Salaries</td>
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<tr>
<td></td>
<td>2000 – Classified Salaries</td>
<td>2000 – Classified Salaries</td>
<td>2000 – Classified Salaries</td>
</tr>
<tr>
<td></td>
<td>3000 – Benefits</td>
<td>3000 – Benefits</td>
<td>3000 – Benefits</td>
</tr>
<tr>
<td></td>
<td>4000 – Books and Supplies</td>
<td>4000 – Books and Supplies</td>
<td>4000 – Books and Supplies</td>
</tr>
<tr>
<td></td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
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</tbody>
</table>

6/17/2019
### Action #6

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Modified

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

- Modified

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

- Modified

### 2017-18 Actions/Services

- Academic Supports
  - Allocate funds for academic supports, tests (practice PSAT-7th, Pre-PSAT-8th and PSAT for all 10th graders) and remediation; transportation; and athletics and

### 2018-19 Actions/Services

- Academic Supports
  - Allocate funds for academic supports, tests (practice PSAT-7th, Pre-PSAT-8th and PSAT for all 10th graders) and remediation; transportation; and athletics and

### 2019-20 Actions/Services

- Academic Supports
  - Allocate funds for academic supports, tests (practice PSAT-7th, Pre-PSAT-8th and PSAT for all 10th graders) and remediation; transportation; and athletics and
There was an increase in the number of ELs meeting the reclassification LCFF Base Establish percentage of 39% for 2017-18 LCFF/Supp/Con 1000 – Certificated Salaries 45%

2018-19 Actions/Services $954,088.65

Annual Update

LCAP Year Reviewed:
Complete a copy of the following table for each of the LEA's goals from the prior year 2017-18 2018-19 2019-20
Amount $0 $0 $0
Source N/A N/A N/A
Budget Reference N/A N/A N/A

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$60,000</td>
<td>$30,000</td>
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<tr>
<td>Source</td>
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<td>LCFF Base</td>
<td>LCFF Base</td>
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<tr>
<td>Budget Reference</td>
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<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>

Action #7

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

Students to be Served | Location(s)
---------------------|---------
N/A                  | N/A

OR

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

Students to be Served | Scope of Services: | Location(s)
---------------------|--------------------|---------
### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

- Integrated ELD
- Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD and the ELD implementation rubric

#### 2018-19 Actions/Services

- Integrated ELD
- Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD and the ELD implementation rubric

#### 2019-20 Actions/Services

- Integrated ELD
- Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD and the ELD implementation rubric

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Source</td>
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<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
### Action #8

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

| Modified |

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

| Modified |

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

| Modified |

### 2017-18 Actions/Services

|  |

### 2018-19 Actions/Services

|  |

### 2019-20 Actions/Services

|  |
### Specialized Programs/Pathways
- Provide college and/or career oriented coursework and curriculum including Advancement Via Individual Determination (AVID), early college, medical pathways, STEM/STEAM, manufacturing, fine arts, etc., adult and career education, CTE, ROP, ESL, GED, Citizenship

### Counseling Support
- College and Career Readiness Counselors will oversee the college and career resource center, help create new pathways and develop internships, work with students on transition plans for careers/college, work as a liaison with colleges and employers, etc.

### Specialized Programs/Pathways
- Provide college and/or career oriented coursework and curriculum including Advancement Via Individual Determination (AVID), early college, medical pathways, STEM/STEAM, manufacturing, fine arts, etc., adult and career education, CTE, ROP, ESL, GED, Citizenship

### Counseling Support
- College and Career Readiness Counselors will oversee the college and career resource center, help create new pathways and develop internships, work with students on transition plans for careers/college, work as a liaison with colleges and employers, etc. Add additional CTE courses and certification.

### Specialized Programs/Pathways
- Provide college and/or career oriented coursework and curriculum including Advancement Via Individual Determination (AVID), early college, medical pathways, STEM/STEAM, manufacturing, fine arts, etc., adult and career education, CTE, ROP, ESL, GED, Citizenship

### Counseling Support
- College and Career Readiness Counselors will oversee the college and career resource center, help create new pathways and develop internships, work with students on transition plans for careers/college, work as a liaison with colleges and employers, etc. Add additional CTE courses and certification.

Expenditures increased due to salary increases.

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$3,467,554</td>
<td>$3,516,657</td>
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<td><strong>Source</strong></td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
<td>LCFF/Supp/Con</td>
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</tbody>
</table>
Action #9

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

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

Support for English Learners  
Implement AVID Excel for middle school long-term EL students  
Implement a College/Career Readiness program for high school long-term EL students  
Hold scholarship workshops for all high school RFEP students and their parents  
Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops

## 2018-19 Actions/Services

Support for English Learners  
Implement AVID Excel for middle school long-term EL students  
Implement a College/Career Readiness program for high school long-term EL students  
Hold scholarship workshops for all high school RFEP students and their parents  
Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops

## 2019-20 Actions/Services

Support for English Learners  
Implement AVID Excel for middle school long-term EL students  
Implement a College/Career Readiness program for high school long-term EL students  
Hold scholarship workshops for all high school RFEP students and their parents  
Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops  
Modified expenditures due to salary increases.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for English Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement AVID Excel for middle school long-term EL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement a College/Career Readiness program for high school long-term EL students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>$127,091</td>
<td>$135,794</td>
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<table>
<thead>
<tr>
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<tr>
<td>1000 – Certificated Salaries</td>
<td>1000 – Certificated Salaries</td>
<td>1000 – Certificated Salaries</td>
</tr>
<tr>
<td>3000 - Benefits</td>
<td>3000 - Benefits</td>
<td>3000 - Benefits</td>
</tr>
</tbody>
</table>
Goal 2

To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Identified Need:

Student connectedness to the school community, access to extra-curricular activities, and a healthy school culture and climate demonstrate higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students’ academic, social, and emotional well-being.

The Dashboard shows the district in orange (12.4%) for chronic absenteeism with American Indian and Homeless in Red and African American, Students with Disabilities, English Learners, Foster Youth, Hispanic and Socioeconomically Disadvantaged in orange. There was a declined in chronic absenteeism by 1.8% in African American and 0.8% in white students. The largest increase was in American Indian with 26.7% chronically absent and Homeless with 25.1%.

Graduation rate also dropped from blue to yellow with a decline of 1.4% to 92.5%. While no student groups are in red, English Learners, Homeless and Students with Disabilities are in orange. English Learners declined by 4.2% moving from blue, Homeless by 2% moving from green and Students with Disabilities 2.9% moving from green. Other subgroups except for Foster Youth also declined slightly. Foster Youth increased by 24.4% with 95.8%
Research has demonstrated that adopting prevention-based practices to address student behaviors can reduce problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students. Implementing a preventive framework such as school-wide Positive Behavioral Interventions and Supports (PBIS) reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate.

The LEA will provide support in differentiation for under-performing students using a multi-tiered systems model. Social emotional learning strategies will help our teachers support students with prevention strategies rather than reacting to discipline concerns. The district has begun collecting data and providing professional development in the area of social-emotional learning to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with expulsions/suspending in all students, truancy, violence, bullying, anxiety, vandalism, substance abuse, and students dropping out of school.

### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe School Plans – 100% updated annually. (Other district priority)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Williams Quarterly Reports (WQR) – All sites compliant. (Conditions of Learning Basic Services Priority #1)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Graduation – Graduation rates will increase (Pupil Engagement Priority #5)</td>
<td>2016 Graduation Rates All students: 92.2% English Learners: 92.5% Low Income: 92.1%</td>
<td>2017 Graduation Rates All students: 92.5% English Learners: 92.5% Low Income: 92.6%</td>
<td>2018 Graduation Rates All students: 93.2% English Learners: 93.2% Low Income:93.2%</td>
<td>2019 Graduation Rates All students: 93.7% English Learners: 93.7% Low Income: 93.7%</td>
</tr>
<tr>
<td>Dropout rates: Middle school dropout rates decrease High school)and dropout rates decrease</td>
<td>2016-17 Middle school: 10 or 0.002% High School: 51 or 0.6%</td>
<td>Middle school: 8 or 0.002% High School: 48 or 0.6%</td>
<td>Middle school: 7 or 0.002% High School: 45 or 0.5%</td>
<td>Middle school: 6 or 0.002% High School: 42 or 0.5%</td>
</tr>
<tr>
<td>Student Attendance Rate</td>
<td>95.25%</td>
<td>95.50%</td>
<td>95.75%</td>
<td>96%</td>
</tr>
</tbody>
</table>
### Chronic Absenteeism
Absenteeism rate: Pupils who are absent on 10% or more of the schooldays in the school year will decrease. (Pupil Engagement Priority #5)

<table>
<thead>
<tr>
<th>Year</th>
<th>5th Grade</th>
<th>7th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>65.8%</td>
<td>80.4%</td>
<td>77.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>67.8%</td>
<td>81.4%</td>
<td>79.2%</td>
</tr>
<tr>
<td>2018-19</td>
<td>69.8%</td>
<td>82.4%</td>
<td>81.2%</td>
</tr>
<tr>
<td>2019-20</td>
<td>71.8%</td>
<td>84.4%</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

### Physical Fitness Test
- % of students meeting a minimum of 4 Healthy Fitness Zone Standards will increase. (Other Pupil Outcomes Priority #8)

<table>
<thead>
<tr>
<th>Grade</th>
<th>5th Grade</th>
<th>7th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>77.2%</td>
<td>80.4%</td>
<td>77.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>79.2%</td>
<td>81.4%</td>
<td>79.2%</td>
</tr>
<tr>
<td>2018-19</td>
<td>81.2%</td>
<td>82.4%</td>
<td>81.2%</td>
</tr>
<tr>
<td>2019-20</td>
<td>83.2%</td>
<td>84.4%</td>
<td>83.2%</td>
</tr>
</tbody>
</table>
## Planned Actions/Services

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

### Action #1

<table>
<thead>
<tr>
<th>Site student surveys and Onboard Education survey results will help establish a baseline for school climate. (School Climate Priority #6)</th>
<th>TBD</th>
<th>TBD</th>
<th>TBD</th>
<th>TBD</th>
</tr>
</thead>
</table>
| Suspender rates will decrease. (School Climate Priority #6) | All students: 5.6%  
English Learners: TBD%  
Low Income: TBD% | All students: 5%  
English Learners: TBD  
Low Income: TBD | All students: 4.5%  
English Learners: TBD  
Low Income: TBD | All students: 4%  
English Learners: TBD  
Low Income: TBD |
| Expulsion rates will decrease. (School Climate Priority #6) | All students: >1%  
English Learners: TBD%  
Low Income: TBD% | All students: >1%  
English Learners: TBD  
Low Income: TBD | All students: >1%  
English Learners: TBD  
Low Income: TBD | All students: >1%  
English Learners: TBD  
Low Income: TBD |
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

- Safe School Plan
  - Sites will update their safe school plan annually

**2018-19 Actions/Services**

- Safe School Plan
  - Sites will update their safe school plan annually

**2019-20 Actions/Services**

- Safe School Plan
  - Sites will update their safe school plan annually

**Budgeted Expenditures**
### Action #2

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</tbody>
</table>

**OR**

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Language Learners, Foster Youth, Low Income</th>
</tr>
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</table>

**Scope of Services:**

<table>
<thead>
<tr>
<th>LEA-Wide</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

### 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**

---

Page 81 of 103
2017-18 Actions/Services

Parent/Community Input
Distribute and review parent and student surveys regarding school climate and instructional program

Provide parents and students with forums to discuss school climate and safety

2018-19 Actions/Services

Parent/Community Input
Distribute and review parent and student surveys regarding school climate and instructional program

Provide parents and students with forums to discuss school climate and safety

Add: Provide school police officers and additional campus assistants at secondary schools to help ensure safety on the campuses

2019-20 Actions/Services

Parent/Community Input
Distribute and review parent and student surveys regarding school climate and instructional program

Provide parents and students with forums to discuss school climate and safety

Add: Provide school police officers and additional campus assistants at secondary schools to help ensure safety on the campuses

Modified due to salary increases.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>$3,107,536</td>
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Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
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</table>

Actions/Services

<table>
<thead>
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<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>
Foster Youth Supports
LEA foster youth liaison has adequate time, knowledge and resources, and holds foster parent meetings to provide information and support to families

Social Worker will assist children and families with social issues/challenges impacting education

Staff will receive on-going training in trauma-informed teaching

Staff will receive on-going training in procedures of how to register foster youth

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Staff will receive on-going training in procedures of how to register foster youth

Modified due to increased expenditures

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>$182,563</td>
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### Action #4

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

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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
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### Actions/Services

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

<table>
<thead>
<tr>
<th>2000 – Classified Salaries</th>
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</thead>
<tbody>
<tr>
<td>3000 – Benefits</td>
</tr>
<tr>
<td>4000 – Books and Supplies</td>
</tr>
<tr>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2000 – Classified Salaries</th>
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</thead>
<tbody>
<tr>
<td>3000 – Benefits</td>
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<td>4000 – Books and Supplies</td>
</tr>
<tr>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2000 – Classified Salaries</th>
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<tbody>
<tr>
<td>3000 – Benefits</td>
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<tr>
<td>4000 – Books and Supplies</td>
</tr>
<tr>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>
### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Maintenance</th>
<th>Regular safety inspections and appropriate repairs or maintenance completed in a timely manner to be compliant with Williams’ Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td>Provide administrative and library services and technology support services to integrate 21st Century Skills in the curriculum</td>
</tr>
</tbody>
</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Provide administrative and library services and technology support services to integrate 21st Century Skills in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removed Innovative Learning Environment expense of $30,000</td>
<td>Add: Provide transportation to support our unduplicated population to ensure the ability to get to school thus decreasing absences and dropouts.</td>
</tr>
</tbody>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Provide administrative and library services and technology support services to integrate 21st Century Skills in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Modified due to salary increases.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$9,135,961</td>
<td>$9,801,332</td>
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<td>LCFF Base/LCFF/Supp/Con</td>
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</tbody>
</table>
### Action #5

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

Student Emotional Health
Promote emotional, physical and social well-being of all students through programs, activities and incentives such as:
Rachel's Challenge, Clue Me In, Festival of
the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair/Expo, Renaissance, I Can Film Festival, music, college field trips, Saturday School and award programs to encourage school connectedness and prevent absenteeism.

Encourage sites to establish programs such as:
OnBoard, peer counseling, Safe School Ambassadors, and other anti-bullying programs, Schoolwide Positive Behavior Intervention Support (PBIS), 100 Mile Club, etc. to help support students.

the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair/Expo, Renaissance, I Can Film Festival, music, college field trips, Saturday School and award programs to encourage school connectedness and prevent absenteeism.

Establish a committee to focus on social emotional learning programs and determine programs to use

Hire two Board Certified Behavior Analysts to support students and help teachers provide interventions for behavior to help prevent disruptions to learning and reduce suspensions and chronic absenteeism

Encourage sites to establish programs such as:
OnBoard, peer counseling, Safe School Ambassadors, and other anti-bullying programs, Schoolwide Positive Behavior Intervention Support (PBIS), 100 Mile Club, etc. to help support students

Remove Attention 2 Attendance contract and hire an inside person to make the contacts with parents to better meet our needs of decreasing absences

Provide alternative setting for students that

the Arts, Young Authors, Academic Pentathlon, Robotics, Science Fair/Expo, Renaissance, I Can Film Festival, music, college field trips, Saturday School and award programs to encourage school connectedness and prevent absenteeism.

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Provide alternative setting for students that
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$1,178,239</td>
<td>$1,162,506</td>
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<td>LCFF/Supp/Con</td>
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</tr>
<tr>
<td></td>
<td>4000 – Books and Supplies</td>
<td>4000 – Books and Supplies</td>
<td>4000 – Books and Supplies</td>
</tr>
<tr>
<td></td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>

## Action #6

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

**Students to be Served**

- All Students

**Location(s)**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>New</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td>Regular safety inspections and appropriate repairs or maintenance completed in a timely manner to be compliant with Williams’ Settlement.</td>
<td>Regular safety inspections and appropriate repairs or maintenance completed in a timely manner to be compliant with Williams’ Settlement.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF base</td>
<td>0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF base</td>
<td>0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF base</td>
<td>0000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3

To involve our parents, families, and community stakeholders as direct partners in the education of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Parent and community engagement have a positive influence on student achievement and behavior. Research links the various roles that families play in a child's education, including supporters of learning, encouragers, models of lifelong learning, and advocates of appropriate programs and services for their child. Indicators of success as a result of parent engagement include student grades, achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs of importance of education.

Stakeholder input indicates a need to address respectful environments for students' interaction, parent education and engagement opportunities, links to community parent resources and programs, services and supports for at-risk students, and communications and the development of the LCAP.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

6/17/2019
**Planned Actions/Services**

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

### Action #1

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Modified

#### 2017-18 Actions/Services

- Parent Engagement
  - Provide parent training, learning opportunities and workshops, including the use of technology
  - District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners
  - Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other

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

- Parent Engagement
  - Provide parent training, learning opportunities and workshops, including the use of technology
  - District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners
  - Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other

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

- Parent Engagement
  - Provide parent training, learning opportunities and workshops, including the use of technology
  - District and site administrators will adopt and support parent involvement programs such as Parent Project, Love and Logic, and Parenting Partners
  - Enhance the District's Family and Parent Resource Center (FRPC) and encourage sites to develop site parent resource centers to provide information on educational programs, community services and other
resources designed to improve parenting skills and student achievement

Communication
Inform parents of the impact of the assessment results on students’ placement and participation in core curriculum classes, intervention classes and support programs

Communicate student progress through access to parent portals/links on the district website and information system

Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers

resources designed to improve parenting skills and student achievement

Communication
Inform parents of the impact of the assessment results on students’ placement and participation in core curriculum classes, intervention classes and support programs

Communicate student progress through access to parent portals/links on the district website and information system

Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers

resources designed to improve parenting skills and student achievement

Communication
Inform parents of the impact of the assessment results on students’ placement and participation in core curriculum classes, intervention classes and support programs

Communicate student progress through access to parent portals/links on the district website and information system

Inform parents of site and district news and events through district and individual school site web pages, automated calls, newsletters and flyers

Modified to reflect cost of student information system that should have been included last year.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$333,667</td>
<td>$314,341</td>
<td>$353,112</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Supp/Conc</td>
<td>LCFF Supp/Conc</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
<td>5000 - Service/Operating Expenses</td>
</tr>
</tbody>
</table>

---

### Action #8
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- Professional Development workshops
- Support for English Learners
- Foster Youth Support
- Social Worker
- PBIS or other social-emotional support programs
- Credit recovery opportunities
- Additional School Site Allocation:
  - Technology: Devices for one to one and infrastructure
  - Additional School Site Allocation:
  - Social Police

### PBIS or Other Social-Emotional Support Programs
- Social Worker
- PBIS or other social-emotional support programs
- Social Police

### Foster Youth Support
- Foster Youth Support
- Foster Youth Supports
- Foster Youth Support

### Technology
- Technology: Devices to ensure that there is one computer for each student and infrastructure
- Technology: Devices to ensure that there is one computer for each student and infrastructure
- Technology: Devices for one to one and infrastructure

### Parent Engagement
- Parent Engagement
- To involve our parents, families, and community stakeholders as direct partners in the education of all students.
- Parent Engagement

### College and Career Readiness
- College and Career Readiness Counselors
- College and Career Readiness Counselors
- College and Career Readiness Counselors
- College and Career Readiness Counselors
- College and Career Readiness Counselors

### Additional Information
- LCFF/Supp/Con
- LCFF Supp/Conc
- LCFF Supp/Conc
- LCFF Supp/Conc
- LCFF Supp/Conc
- LCFF Supp/Conc
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25,668,493</td>
<td>14.88%</td>
</tr>
</tbody>
</table>

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.

Because our population of unduplicated students is in excess of 55% district wide, many of the services and related expenditures, which align with the goals and actions mentioned above, although targeted for identified sub groups, are offered to all students. The LCAP expenditures are the best use of funds to make an impact upon all students to maintain or increase all students’ level of academic proficiency and effect change in the identified goals. These funds are being used to provide an increase of quality learning opportunities through hiring additional highly-qualified teachers, providing professional development in effective strategies, early learning opportunities, career pathways, and additional staff such as psychologists, social worker, and college and career counselors. Expenditures are planned on a district-wide and school-wide basis due to our unduplicated pupil count percentage being 72.75%.

Student data and stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. These expenditures are:
Additional School Site Allocation:
Resources allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils and Foster Youth, and other subgroups identified to close achievement gaps. For details regarding site funds, please see individual School Site Plans (SPSA) aligned directly with LCAP (Goal 1-C1) Technology: Devices for one to one and infrastructure (Goal 1-A1)
Professional Development: Teachers on Assignment and training on instructional strategies and language development for English learners. (Goal 1-A1)
Academies Pathways: Early College, Health and Medicine Lab, Cisco, DEMA, SPA, Environmental Sciences, Performing Arts, Technology and Innovation, etc. (Goal 1-C1)
Social-Emotional and Behavioral Support: Psychologists for small group support, PBIS or other social-emotional support programs, Social Worker (Goal 2-B1), Supplemental counseling for RFEP students (Goal 2-B2).
Academic Intervention/Support: Additional EL support and Language support services (Goal 1-A2, 1-B4), summer school, and credit recovery opportunities, before/after school intervention. (Goal 1-B1), Preschool (Goal 1-B2), Funds for academic supports, texts, etc. (Goal 1-B3)
Programs to support positive school climate: Rachel's Challenge, Robotics, I Can Film Festival, Safe School Ambassadors. (Goal 2-D1)
Parent involvement programs: Foster parent training (Goal 1-A3), Parent Project, Parenting Partners, Family Resource Centers (Goal 3-A1)

LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$45,780,889</td>
<td>26.83%</td>
</tr>
</tbody>
</table>

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.

Because our population of unduplicated students is in excess of 55% district wide, many of the services and related expenditures, which align with the

Page 98 of 103
goals and actions mentioned above, although targeted for identified sub groups, are offered to all students. The LCAP expenditures are the best use of funds to make an impact upon all students to maintain or increase all students’ level of academic proficiency and effect change in the identified goals. Expenditures are planned on a district-wide and school-wide basis due to our unduplicated pupil count percentage being 80.01%. These funds are being used to provide an increase of quality learning opportunities through:

Hiring additional highly-qualified teachers
Providing professional development in effective strategies/PAR/CTIIP/Plugged In
ELA and Math adopted materials designed to ensure access to standards-based curriculum
Early learning opportunities
Career pathways/CTE/ROP to provide opportunities for viable careers
Additional staff such as psychologists, social worker, and college and career counselors
Credit recovery opportunities
AVID to provide a structured program to facilitate ongoing educational success and increased college enrollment
Transportation to and from school
Alternative educational settings for students that need non-traditional opportunities
School Police to provide greater securing to all students
Additional Campus Assistants to ensure safety of students
Technology devices and staff to ensure all students have access
Funds to sites to allow for local decisions about supporting all students
Attendance support personnel to build effective relationships with students and parents
Student information system and auto caller to allow parents to keep informed of student progress
Data system to help teachers use assessments to guide instruction
Activities such as I Can Fil Festival, STEM/Robotics/iExpo/Clue Me In/ Festival of the Arts/ Young Authors to help meet students’ needs and interest to keep them motivated in school

Student data and stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. These expenditures are:

Additional School Site Allocation:
Resources allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally
focus on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils and Foster Youth, and other subgroups identified to close achievement gaps. For details regarding site funds, please see individual School Site Plans (SPSA) aligned directly with LCAP (Goal 1 Action 8)

Technology: Devices to ensure that there is one computer for each student and infrastructure (Goal 1 Action 1)

Professional Development: Teachers on Assignment and training on instructional strategies and language development for English learners. (Goal 1 Action1)

Academies Pathways: Early College, Health and Medicine Lab, Cisco, DEMA, SPA, Environmental Sciences, Performing Arts, Technology and Innovation, etc. (Goal 1 Action 8)

Social-Emotional and Behavioral Support: Psychologists for small group support and Social Police to help ensure safety on campus (Goal 2 Action 2), PBIS or other social-emotional support programs (Goal 2 Action 5), Social Worker (Goal 2 Action 3), Provide transportation to ensure students the ability to get to school and thus decrease absences and dropouts (Goal 2 Action 4), Board Certified Behavior Analysts to support students and provide alternative setting for students to complete schooling (Goal 2 Action 5).

Academic Intervention/Support: Additional EL support and Language support services (Goal 1 Action 2), summer school, and credit recovery opportunities, before/after school intervention. (Goal 1 Action 4), Preschool (Goal 1 Action 5), Funds for academic supports, texts, etc. (Goal 1 Action 6), Supplemental counseling for RFEP students (Goal 1 Action 9).

Programs to support positive school climate: Rachel's Challenge, Robotics, I Can Film Festival, Safe School Ambassadors. (Goal 2 Action 5)

Parent involvement programs: Foster parent training (Goal 1 Action 3), Parent Project, Parenting Partners, Family Resource Centers (Goal 3 Action 1)

Expenditures not specifically listed in the LCAP are: Salaries & benefits for class size reduction and elimination of combination classes (resource 0701: $8,703,387 and resource 1400: $107,163) and additional services (resource 0000: $13,715,814).

**LCAP Year: 2019-20**
Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$46,924,971 | 26.09%

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).

Because our population of unduplicated students is in excess of 55% district wide, many of the services and related expenditures, which align with the goals and actions mentioned above, although targeted for identified sub groups, are offered to all students. The LCAP expenditures are the best use of funds to make an impact upon all students to maintain or increase all students’ level of academic proficiency and effect change in the identified goals. Expenditures are planned on a district-wide and school-wide basis due to our unduplicated pupil count percentage being 76.56%. These funds are being used to provide an increase of quality learning opportunities through:

- Hiring additional highly-qualified teachers
- Providing professional development in effective strategies/PAR/CTIIP/Plugged In
- ELA and Math adopted materials designed to ensure access to standards-based curriculum
- Early learning opportunities
- Career pathways/CTE/ROP to provide opportunities for viable careers
- Additional staff such as psychologists, social worker, and college and career counselors
- Credit recovery opportunities
- AVID to provide a structured program to facilitate ongoing educational success and increased college enrollment
- Transportation to and from school
- Alternative educational settings for students that need non-traditional opportunities
- School Police to provide greater securing to all students
- Additional Campus Assistants to ensure safety of students
- Technology devices and staff to ensure all students have access
- Funds to sites to allow for local decisions about supporting all students
- Attendance support personnel to build effective relationships with students and parents
Student information system and auto caller to allow parents to keep informed of student progress
Data system to help teachers use assessments to guide instruction
Activities such as I Can Film Festival, STEM/Robotics/iExpo/Clue Me In/ Festival of the Arts/ Young Authors to help meet students' needs and interest to keep them motivated in school

Student data and stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. These expenditures are:

Additional School Site Allocation:
Resources allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils and Foster Youth, and other subgroups identified to close achievement gaps. For details regarding site funds, please see individual School Site Plans (SPSA) aligned directly with LCAP (Goal 1 Action 8)

Technology: Devices to ensure that there is one computer for each student and infrastructure (Goal 1 Action 1)

Professional Development: Teachers on Assignment and training on instructional strategies and language development for English learners. (Goal 1 Action 1)

Academies Pathways: Early College, Health and Medicine Lab, Cisco, DEMA, SPA, Environmental Sciences, Performing Arts, Technology and Innovation, etc. (Goal 1 Action 8)

Social-Emotional and Behavioral Support: Psychologists for small group support and Social Police to help ensure safety on campus (Goal 2 Action 2), PBIS or other social-emotional support programs (Goal 2 Action 5), Social Worker (Goal 2 Action 3), Provide transportation to ensure students the ability to get to school and thus decrease absences and dropouts (Goal 2 Action 4), Board Certified Behavior Analysts to support students and provide alternative setting for students to complete schooling (Goal 2 Action 5).

Academic Intervention/Support: Additional EL support and Language support services (Goal 1 Action 2), summer school, and credit recovery opportunities, before/after school intervention. (Goal 1 Action 4), Preschool (Goal 1 Action 5), Funds for academic supports, texts, etc. (Goal 1 Action 6), Supplemental counseling for RFEP students (Goal 1 Action 9).
Programs to support positive school climate: Rachel’s Challenge, Robotics, I Can Film Festival, Safe School Ambassadors. (Goal 2 Action 5)

Parent involvement programs: Foster parent training (Goal 1 Action 3), Parent Project, Parenting Partners, Family Resource Centers (Goal 3 Action 1)

Expenditures not specifically listed in the LCAP are: Salaries & benefits to maintain smaller class sizes (resource 0701: $11,209,963) and additional services (resource 0000: $13,715,814).
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High
CDS Code: 36679340000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Dr. Ron Williams | rwilliams@vvuhsd.org | 7609553201

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other State Funds</td>
<td>$7,876,707</td>
<td>6%</td>
</tr>
<tr>
<td>All Local Funds</td>
<td>$3,716,778</td>
<td>3%</td>
</tr>
<tr>
<td>All Federal Funds</td>
<td>$10,779,317</td>
<td>8%</td>
</tr>
<tr>
<td>Total LCFF Funds</td>
<td>$118,993,783</td>
<td>83%</td>
</tr>
</tbody>
</table>

The budget also cover many additional expenses in the day to day operations of the district.

The results of the comprehensive needs assessment conducted at Goodwill High School in April and May of 2019 resulted in multiple areas for modification to increase the student achievement rate in English and Math as measured by course passage rate, CAASPP proficiency levels and the 11th grade English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of 3. Although we have improved from orange to yellow in graduation indicator, in response to the data, increase student lexile levels and Turnitin so that students can get more thorough and timely feedback for actions to increase or improve services for high needs students in 2018-19.
The total revenue projected for Victor Valley Union High is $141,366,585, of which $118,993,783 is Local Control Funding Formula (LCFF), $7,876,707 is other state funds, $3,716,778 is local funds, and $10,779,317 is federal funds. Of the $118,993,783 in LCFF Funds, $29,140,112 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
Victor Valley Union High plans to spend $149,259,765 for the 2019-20 school year. Of that amount, $16,251,927 is tied to actions/services in the LCAP and $133,007,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remaining $133,007,838.00 covers salary and benefits for personnel who are not part of the increase or improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services.

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

In 2019-20, Victor Valley Union High is projecting it will receive $29,140,112 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Victor Valley Union High plans to spend $7,637,490 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The current $133,007,838 covers salary and benefits for personnel who are not part of the increase or improved services.
improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services. This also include Special Education encroachment.

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

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the LCAP</td>
<td>$5,927,467</td>
</tr>
<tr>
<td>Estimated Actual Expenditures for High Needs Students in LCAP</td>
<td>$10,872,723</td>
</tr>
</tbody>
</table>

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

In 2018-19, Victor Valley Union High's LCAP budgeted $5,927,467 for planned actions to increase or improve services for high needs students. Victor Valley Union High estimates that it will actually spend $10,872,723 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name                   | Contact Name and Title      | Email and Phone
----------------------------|----------------------------|-----------------
Victor Valley Union High    | Dr. Ron Williams            | rwilliams@vvuhsd.org
                           | Superintendent             | 7609553201

2017-20 Plan Summary

The Story

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

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395.

The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border.

The residential population of Victorville is 121,096 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 300,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 30-40 minutes of Ontario International Airport.

Currently, VVUHSD is proud to provide students with eight schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one middle school with grades 7 through 9, and one middle school with grades 7 and 8. Finally, VVUHSD offers an education center which provides alternative learning choices
including a continuation school, adult education, and county community day school.

Our urban district supports the needs of approximately 10,000 students and their families. The district serves an ethnically diverse student body with the five largest ethnic groups of Hispanic/Latino (62.9%), African American (20.8%), White (8.9%), two or more races (2.4%), and Asian (2.2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities. VVUHSD currently has a socioeconomically disadvantaged rate of 83%. When looking at the socioeconomically disadvantaged rate by school, the range is significant, with the lowest school at 70% and the highest school, 93%. Our staff is committed to providing all students with the opportunity to perform to their fullest potential while ensuring there are minimal differences between the achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded, rigorous curriculum that is research-based and data-driven and supported by socio-emotional support initiatives, while effectively and efficiently operating within our fiscal accountability system. Our goal is to provide on-going professional development to enhance each site’s capacity to continually adjust their teaching practice in response to student performance data. Our focus reflects the expectations of the California’s College and Career-Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at www.vvuhsd.org.

**Mission Statement**

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

Our district is guided by a strategic planning process, board policy, and the Local Control & Accountability Plan (LCAP) priority areas.

**Strategic Planning Process**

Strategic planning is a process by which an organization determines its core beliefs, leading to the formulation of a mission statement, objectives and strategies. Following are the strategies decided upon by the group.

Victor Valley Union High School District Strategic Plan Strategies:
1. We will consistently implement policies and procedures system-wide.
2. We will expand professional development offerings for all staff to enhance student achievement.
3. We will expand pathways for college and career readiness

**LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.
The LCAP Advisory Committee, student, teacher and parent stakeholder groups provided extensive insight into the myriad of state, county and local data presented throughout the course of the 2018-19 school year. The third release of the California School Dashboard in fall of 2018 and the updated platforms in Dataquest, also provided valuable data toward the revision of the current LCAP. The areas in which the stakeholders identified as significant in terms of need are:

- VVUHSD must continue with a focus on the overall academic achievement and acquisition of the English language for all English Learner (EL) Students. The data indicated a continued need for quality teaching of English Learners through the use of professional development districtwide to support English language learners and their teachers with differentiated and structured approaches to engage and accelerate students’ academic literacy and content knowledge. There must be a systemic and ongoing system of monitoring and intervention for LongTerm English Learner (LTEL) students who are not progressing academically or in English acquisition as well as continued monitoring and support for our Reclassified Fluent English Learners (RFEP) who are also performing below proficiency expectations. (Goal 1, Action/services 1.5, 1.6, 1.27and Goal 3, Action/service 3.3)
- VVUHSD must continue with a focus on increased and improved research-based strategies used in conjunction with the implementation of California State Standards in English, Mathematics, Next Generation Science Standards and the new History Social Science framework. The district must continue to provide California State Standards aligned adopted texts and supplementary materials for teachers and students to ensure the successful implementation and learning of the common core expectations of collaboration, communication, creativity and critical thinking through the use of 21st century skills. (Goal 1, Action/service 1.1 & 1.9, Goal 3, Action/service 3.3 and Goal 5, Action/service 5.2 & 5.6)
- VVUHSD must continue to focus on the reduction of student suspensions and expulsions, increase in student attendance and increase of graduation rates through the alignment of all services offered among multiple divisions and district staff. The district Strategic Plan outlines in Strategy 1, a need to consistently implement policies and procedures systemwide, including an effective process to foster student attendance. The data indicates a need to focus and consolidate our efforts in utilizing the SARB process to address chronic absenteeism and collaborate with an outside provider, “Attention2Attendance”, to increase communication and notification to parents and guardians about student attendance issues. We also must revise and implement a discipline matrix with clear areas of focus on alternative means of corrective, restorative justice practices, MultiTiered Systems of Support, Positive Behavior Intervention and Support, and mental health support used districtwide to address student behaviors which interfere with learning and instruction. There is a significant need districtwide for further professional development in cultural proficiency and the use of the collaborative partners to continue our growth and understanding of the community we serve. Professional development in engagement strategies will provide increased school connectedness as measured by the Panorama Climate Survey and Student SocioEmotional Survey. This focus will support a reduction in student behaviors that interfere with academic progress, and therefore, increasing the likelihood students will graduate from high school on time and prepared for college and career. Finally, a safe environment is required to achieve the levels of learning we wish our students to attain. (Goal 1, Action/services 1.1, 1.2, 1.23 & Goal 2, Action/service 2.1,2.2 & 2.9, Goal 3, Action/service 3.3, Goal 4, Action/services 4.2)
- VVUHSD will continue to ensure that technology resources are integrated across the curriculum and will be woven into the fabric of instruction. Teachers will use the new blended approach to instruction that is embedded in many of the new textbook adoptions. Students will use appropriate technology to access worldwide resources in order to become productive learners. They will utilize technology in all of its forms to access content and analyze information for relevance and accuracy, and be able to present that
information in a myriad of formats. To achieve this, our teachers will have the skills and knowledge to deliver quality curriculum and instruction to meet the needs of all students. We want to empower our educators and students to be life-long learners in all areas of technology including: digital content creation, virtual collaboration, and mobile learning. In order to support all of the modern technology choices in education, we will need a robust infrastructure that supports high speed networks, usage of smart devices for mobile learning and classrooms with industry standard equipment and tools including: computers, digital media, smart devices, educational applications, internet safety, and classroom management software. (Goal 1, Action/services 1.1, 1.12, & 1.14)

Review of Performance

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

Greatest Progress

The LCAP Advisory Committee as well as additional stakeholder groups have reviewed multiple types of data related to the LCAP goals, LCAP actions/services, state metrics and indicators and have determined the following areas of greatest progress:

• The Career Technical Education (CTE) Program has both surpassed the state average and demonstrated an increase in students who have completed a CTE pathway. According to the LCFF dashboard VVUHSD has a CTE completion rate of 35.1% in comparison to the state rate of 18%; specifically: AHS 41.4%, GWH 100%, SHS 36.8%; and VHS 47.5%. CTE at the middle school level continues to grow with 480 students enrolled in one or more of the 15 sections of CTE at Hook Junior High; and 467 students enrolled in one or more of the 15 CTE sections at Lakeview Leadership Academy. As of Fall 2018, VVUHSD's CTE program proudly announced all high school CTE courses became A-G approved. As CTE programs continue to grow and expand, the CTE department is committed to ensure all new course adoptions become A-G approved. The CTE dual enrollment course offerings increased in the 2018-19 school year with AHS, SHS, and VHS offering dual enrollment CTE courses. Currently AHS offers dual enrollment CTE courses in both Criminal Justice and Construction; SHS offers culinary CTE dual Enrollment courses; and VHS offers dual enrollment courses in both Criminal Justice and Construction. CTE course offerings articulated with Victor Valley College have increased as well as the number of students who completed the bridge process to receive the earned credits. The LCFF dashboard indicates a 53.9% college credit rate in comparison to a state rate of 8.6%. The college credit rate is calculated using both dual enrollment and articulated college credit obtainment; collectively the rate is as follows: AHS 55.5%, SHS 79.8%, and VHS 59.8%

• Victor Valley Union High School District currently has 1,626 students enrolled in AP courses during the 2018-2019 school year which was close to 1655 students enrolled during the 2017-2018 school year. This is a great increase from 2015-2016 where 1,099 students were enrolled in AP courses. The district is ensuring the socioeconomic difficulties of our community are not a barrier for students being able to attempt the AP exam for courses in which they are enrolled by dedicating a significant portion of the College Readiness Block Grant to pay for the AP exam for all students. The number of AP exams taken
in 2016-2017 was 2,374 with 379 receiving a score of 3 or higher. VVUHSD continues to increase the number of students taking AP exams with 2,549, with 471 receiving a 3 or higher, taken in 2017-2018. Of those tests taken, our pass rate (score of 3 or better) slightly increased from 16% in 2016-2017 to 18% in 2017-2018. VVUHSD continues to encourage more students to attempt the exam and gain the valuable experience of participating in a rigorous program of study in high school. VVUHSD and its school sites are focusing on additional professional development for AP teachers to layer in supports for students as we expand our program and open doors.

• The VVUHSD Graduation Rate Indicator is yellow (82.1% an increase of 0.7%). The District Graduation Rate Indicator reported one school in blue (high 99.4%, maintained) and one school in green (86.4% increase of 6.1%), two schools in yellow (one with a slight increase of 0.2% and one with slight decrease of 3.8%) and one school in red (slight increase of 2.8%) for the data reporting year of 2017-2018.

• The VVUHSD Chronic Absenteeism Indicator is at 14.7%, which is a decrease of 0.5%. The Chronic Absenteeism Indicator reported two schools in blue (one school at 0.5%, which is a decrease of 1.2%, and one school at 2.5% which is a slight decrease of 0.3%), one school in yellow (at 17.9% which is a decrease of 4.3%), and one school in red (at 23.3% which is an increase of 1.7%).

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

Greatest Needs

The LCFF evaluation rubrics and the California School Dashboard have clearly indicated areas of greatest need in the following areas:

1. The VVUHSD Suspension Rate Indicator is orange (at 9.3% is a slight decline of 0.6%). The African American, homeless, and American Indian indicators are still in the red. The Suspension Rate Indicator reported two schools in green (one school at 1.7% which is a decrease of 0.7%, and one school at 5.7% which is a decrease of 1.3%) one school in yellow (one school is at 2.4% which is a slight decrease of 0.1% and one at 16.9% which is a decline of 6.3%), and one at orange (2.6% which is a slight increase of 1.0%), and three in red (one at 10.1% which is a slight decrease of 0.2%, one at 11% which is a slight increase of 0.6%, and one at 19.9% which is a slight increase of 1.1%).

- In response to the data, the LCAP goals and actions/services outlined several initiatives in order to continue the reduction of suspensions for all students. The implementation of a CEIS plan that will include training in MultiTiered Systems of Support will continue to provide the additional training needed for staff to identify at risk student behavior early, intervene and implement the appropriate supports to help students modify and reduce disruptive conduct at school and in the home. The district has employed Family Engagement Liaisons and created parent centers at all school sites in order to support families with finding and accessing the services they need to support the school in the achievement and success of their children. A clear focus is required with continued professional development in cultural proficiency. Schools will continue with the use of PBIS, as well as three schools using a dedicated period of time ranging from 40 minutes to 25 minutes for support time through advisorylike period; for example at Victor Valley High School, they implemented “Jack Rabbit Support Time” (JST) during the 2018-2019 year to layer in more support for student success. (LCAP Goal 5)
2. VVUHSD reclassified 57 EL students during the 2016-2017 school year, and had a huge increase to 149 students reclassified during the 2017-2018 school year. However, the number of reclassified EL students dropped to 70 during the 2018-2019 school year because only a subset of the EL students had a CELDT score. Students who had taken the ELPAC did not have a reported score. It is anticipated that reclassification numbers will be greater in 2019-2020 since all previously enrolled students will have ELPAC scores.

• In response to the data, VVUHSD offered district wide professional development in the area of quality teaching of English Learners (QTEL) in 2017-2018 and small group, intensive group around coaching, lesson design, and in classroom lesson delivery in the 2018-2019 school year. The Coordinator for English learners holds monthly meetings with the school site EL coordinators to ensure the monitoring and intervention of EL students. These meetings will continue with additional work on EL student pathways for support and the development of a new support course for LTELS. A monitoring tool, Ellevation, was developed for both EL students and RFEP students for quarterly use to provide data and feedback on student progress and current interventions. (LCAP Goal 1, Goal 3)

3. Although we have improved from orange to yellow in graduation indicator, in response to the data, VVUHSD is increasing planning the support and training of school site counselors as well as continuing with the employment of dedicated Intervention Counselors. There will be continued professional development in the area of Professional Learning Communities in order to provide site leadership with the tools necessary to support the PLC teams and use the PLC process to increase student achievement through the ongoing and cyclical use of data to inform instruction. There is a focus in the LCAP for improved services in the area of credit recovery with online learning and expanded independent study in order to provide students increased opportunities to meet graduation requirements. The Victor Valley Adult School (VVAS) continued to increase enrollment closing the 2018-2019 school year with 781 students. These 781 students come from various adult school programs to include: High School Diploma, Career Technical Education, English Language Development, Citizenship, and Adult Basic Education programs. Victor Valley Adult School increased the number of students who received a high school diploma from 93 students in 2017-2018 to 117 students in 2018-2019. In addition, this was the first year VVAS had students receive articulated credit from VVC for taking an adult school CTE course. In an effort to increase community resources and partnerships, VVAS partnered with TODEC a non profit legal organization to offer Citizenship courses at both the AHS and VHS adult school branches. In order to meet the diverse needs of the adult student, VVAS expanded its high school diploma course offerings to include online Apex and seat time math courses. (LCAP Goal 1, Goal 3, and Goal 5)

4. The VVUHSD English Language Arts Indicator is orange (36.7 points below level 3) and experienced an 11.1 point decrease from the prior year. The English Language Arts Indicator reports one school in green (69.4 points above level 3), one school in yellow (5.6 points above level 3), three schools in orange (one is 69.3 points below level 3, one declined significantly and is 40.1 points below level 3, and one declined significantly and is 42.3 points below level 3) and three schools in red (85.1 points below level three, one declined significantly and is 60.1 points below level 3, and one declined significantly and is 160.9 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 3 target student groups in the very low category as well, white and students with disabilities, African American, English Learners, Foster Youth, and Homeless.

• VVUHSD will continue to provide high quality professional development utilizing lesson study, as the vehicle, for the implementation of the California State Standards around reading comprehension and writing. There will be ongoing support in the implementation of the adopted standards based textbook adoption, MyPerspectives by Pearson. The district and school sites will use data from the state assessments as well as the embedded assessment program in MyPerspectives to provide information to teachers to make informed decisions about instruction and implementation of RtI. (LCAP Goal 1 and...
Goal 3)
5. The VVUHSD Mathematics Indicator is orange (104 points below level 3 with a decline of 10.2 points). The district reported one school in blue (34.8 points above level 3) and one school in yellow (51.2 points below level 3 with a decrease of 11.8 points), and six schools in red (three schools decreased, one is 130.3 points below, one is 141 points below, and one is 139 points below, and three that decreased significantly, one is 140.7 below level 3, one is 160 points below level 3, and one is 225.5 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 5 target student groups in the very low category English Learners, Students with Disabilities, African American, Foster Youth, and Homeless.

• VVUHSD will continue to provide high quality professional development in the implementation of the California State Standards and the Eight Mathematical Practices through the use of lesson study in the areas of concepts, procedures, and problem solving. There will be ongoing support in the implementation of the math standards-based textbook adoptions GoMath by Houghton Mifflin Harcourt and Carnegie Learning by Carnegie/ProLearning. Carnegie will providing a reboot for use of the Curriculum. In addition, a new conceptual Integrated I course for ninth graders will be offered for the 2019- 2020 school year. Professional learning will continue to be brought to the classroom level with the support of a middle school math coach and high school math coach. The district and school sites will use data from the state assessments as well as the embedded assessment program in both textbook adoptions to provide information to teachers to make informed decisions about instruction and implementation of Response to Intervention. (LCAP Goal 1 and Goal 3)

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

California School Dashboard provides valuable data regarding districtwide performance for VVUHSD in the following areas:
• Suspensions Rate = Orange, 9.3% and declined 0.6%
• English Learner Progress = 19.4% - Well Developed, 34.6% Moderately Developed, 25.9%, Somewhat Developed, 20%, Beginning Stage
• Graduation Rate = Yellow, Medium Status of 82.1% and maintained 0.7%
• English Language Arts = Orange, Low Status of 36.7 points below level 3 and declined by 11.1 points.
• Mathematics = Orange, Low Status of 104 points below level 3 and declined 10.2 points.
When comparing significant target students groups (30 or more students in a group), against the districtwide population, the following groups were found to be performing below the districtwide performance level:
• The data does highlight a significant performance gap in graduation rate districtwide. There are no student groups in blue, Hispanic and White are in green; Asian, Socioeconomically Disadvantaged Learners, and English Learners are in yellow; African American, homeless, and Two or More Races in orange; and Foster Youth (56% graduating, decline of 5.3%) and Students with Disabilities (55.1% increase of 1.6%) are in red. This indicates a clear need for intervention districtwide for all students in reaching the goal of graduating on time and being college and career ready.
• In English Language Arts, the target groups of Students with Disabilities (145 points below grade level), Homeless (109.6 points below standard), African Americans (82 points below standard), English Learners (62.7 points below standard), and Foster Youth (117.9 points below standard) demonstrated a
significant performance gap by falling into the red category.

- In Mathematics, the target groups of Students with Disabilities (210.7 points below grade level), Homeless (163.3 points below standard), African Americans (155 points below standard), English Learners (122.5 points below standard), and Foster Youth (180.9 points below standard) demonstrated a significant performance gap by falling into the red category.
- In ELA and Mathematics, students who are Filipino or Asian are performing two or more performance standards above all other subgroups. Each school will use their data analysis results as well as school specific goals and objectives (i.e.: WASC areas of identified need, the district Technology Plan, the district CEIS plan, etc.) to adjust their Single Plan for Student Achievement which also aligns to the LCAP. Schools will participate in district wide initiatives that support student learning such as PBIS, PLCs, Professional Development, MTSS, EL/RFEP monitoring, etc. but also create site specific objectives to ensure specific site needs are being addressed.

## 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.

Adelanto High School, Goodwill High School, Hook Junior High School

### 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.

Victor Valley Union High School District supports the three CSI schools by providing them guidance on how to establish a school site CSI team with site administrators, teachers, FELs, parents, and students in reviewing their current Single Plan for Student Achievement. The school sites were given support through the county office of education as well as district staff on how to best conduct a needs assessment to help them identify their area of need and determine which interventions were producing positive results. CSI teams will analyze data from the California School’s Dashboard, CAASPP and local indicator data in providing evidence-based interventions as well as identifying needed resources.

The district support team provided data for the CSI identified schools for review regarding student achievement. Data was provided in the following areas: SBAC Achievement data in ELA and Math, California School Dashboard Data, graduation rate data, suspensions data, expulsion rates data, chronic absenteeism data, school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Learner progress data (ELPAC), district assessment data, and enrollment data. This abundance of data is used by the CSI site teams, as well as other committees such as School Site Council, Instructional Leaders,
English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. The district supports CSI schools by reaching out to outside providers, if requested, to support them through the needs assessment process. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2019 and will continue to be supported by the district through training and other support structures.

Through the comprehensive needs assessment, the district helped CSI school teams align the data provided with an examination of current intervention practices in place. They reviewed the current programs and practices, and made a determination if the program or practice was providing the evidence required to support a positive impact on student achievement. Each intervention program was evaluated to determine if there were gaps in achievement, and if other evidence-based interventions may be required to replace existing programs or supplement areas in which little support was found to be in place.

The results of the comprehensive needs assessment conducted at Imogene Hook Junior High School in April and May of 2019 resulted in the continuation of Response to Intervention time embedded in the school day. During the 2018-2019 school year, the intervention period was 30 minutes for dedicated time to support students in a variety of areas. As a result of the needs analysis, the success of the program has prompted an increase. For 2019-2020, every student is provided with 43 minutes of intervention support daily. During this period students are provided support through evidence based programs that meet their specific academic area of need such as English or math. Students are provided time to access online tutorial support for all subjects in APEX through the use of Chromebook carts. In the area of math, students access an online support program called Mathia which is aligned to our common core math program. Mathia is used in the math class period as well to support students who are demonstrating a need for support. In the intervention period, teachers are also using Academic Youth Development through Agile Minds as part of their social-emotional and critical thinking support for students. This program provides students with brain research and activities to strengthen their critical thinking skills, which support their growth in the classroom. Finally, the intervention period also incorporated social emotional learning through “Rachel's Challenge” and organizational skill through AVID strategies such as focused note taking and critical reading strategies. In the area of building capacity for staff, Hook Junior High School’s needs assessment also determined they should use CSI funding to continue to support the ongoing development of professional learning communities and PBIS. The feedback created strong support for deepening the PLC strategies and self-reflection as well as additional strategies for teachers reaching students through the PBIS support system. Programs that will continue are READ 180 and MATH 180 in the intervention courses for at-risk students as well as strategies to address chronic absenteeism. A new strategy in the pilot phase is the SSICA (Scan Student Identification Card Authorization) program. This program tracks and monitors student behavior and attendance, and allows staff to communicate quickly to families on emerging at-risk behavior or exemplary positive behaviors to reinforce the PBIS structures. Overall, the comprehensive need assessment process at HJH has provided the staff insight into how they can best meet the needs of their students through CSI support.

The results of the comprehensive needs assessment conducted at Adelanto High School between March and May of 2019 resulted in multiple areas for modification to increase the student achievement rate in English and Math as measured by course passage rate, CAASPP proficiency levels and the 11th grade SAT and decrease the Suspension/Expulsion rate. Adelanto High School was identified as a CSI school due to the student performance areas in English, Math and Suspensions, therefore when the
comprehensive needs assessment was conducted, these areas were the focus of identifying the root cause and solutions. Based on the findings, the school has determined the barrier for the majority of students to their academics is due to social emotional issues that are beyond the scope of teachers to assist and the lack of foundational skills in English/Math. As a result, the school site and district entered into a one year contract with a Licensed Clinical Social Worker to be on campus during the day to support students throughout the day. Their services include crisis management, site liaison to community resources, emergency housing, food, clothing and one-on-one/groups to promote student self-advocacy and coping skills. As evidenced by the CAASPP and teacher feedback, students struggling to be academically successful in English are struggling with reading comprehension, writing, and critical thinking. Thus the site will be continuing with Achieve 3000, a reading program designed to individually increase student lexile levels and Turnitin so that students can get more thorough and timely feedback about their writing and be provided with online support in their literacy skills. These evidence based programs will be used school wide in English, Reading Intervention, and during the the Hi School Prep intervention course for SWD to improve student literacy achievement. Moby Max is an evidence based supplemental program designed to improve SWD English and Math skills in a game like platform, this program is being used in all SDC classes as it offers pre/post tests and is personalized to meet students needs. To increase the 11th graders performance on CAASPP and SAT 11, the site will continue to use Horizon Education as a SAT prep that will be incorporated in all English 11 courses. The 11th grade students who utilized this program during the 2018-19 school year had an average SAT score increase of 111 points. To address the lack of foundational skills in math and increase in the staff's ability to provide students with the First Best Instruction in math, math teachers are working with district math coaches to unpack the standards, create common standard aligned lesson plans, practice evidence based instructional practices such as Vertical Non-Permanent Structures and collaborative projects. The teachers identified a need for additional strategies, scaffolding techniques and a better understanding of CAASPP to ensure students are accessing the curriculum and being successful. The CSI funds will be used to cover the cost of subs for teachers attending the trainings and materials needed to implement new strategies. In an effort to further increase students opportunities to receive FBI and timely intervention, a temporary support math intervention teacher will be hired. Adelanto High School also identified their MTSS and PBIS programs as areas supporting and providing success for their students but need additional professional development in MTSS so that we can provide more Tier I/II interventions to assist in the decline of suspension and expulsion, while increasing students understanding of appropriate behaviors. The CSI funds will be used to cover the cost of the training, subs and materials needed for the site PBIS team to teach the rest of the staff.

The results of the comprehensive needs assessment conducted at Goodwill High School in April and May of 2019 resulted in multiple areas for modification to increase the graduation rate. Goodwill High School was identified as a CSI school due to the graduation rate falling below 67%, therefore when the comprehensive needs assessment was conducted, this was the area for root cause analysis. Based on the findings, the school has determined their response to intervention time called Small Learning Academy (SLA) that is built into the school day was continuing to support students effectively. During the 30 minute SLA period, students are moved from classroom to classroom based on their specific learning needs to ensure they receive support in the areas in which they are struggling. This has proven effective and will be enhanced through the introduction of a new program called Achieve 3000. This evidence base program will be used school wide in classrooms, as well as during SLA time to improve student literacy achievement. A second area targeted with the use of CSI finding is the additional need for professional development in all core subject areas where our at-risk students struggle the most to meet graduation requirements. The teachers identified a need for additional strategies and scaffolding
techniques to ensure students are accessing the curriculum and being successful. The school also identified their MTSS and PBIS programs as areas supporting and providing success for their students. They will continue to enhance and make modifications to their structures through professional development as well. The school also will continue to use GradPoint as an intervention program for credit deficient students to help them meet graduation requirements. An important area also identified through the needs assessment was the high chronic absenteeism of students during first period. This also indirectly impacted their student graduation rate. The school is now considering a new bell schedule structure to ensure students and CSI funding will be used to train teachers in additional supports if the new extended day scheduled is approved by the staff and implemented.

Through the site needs assessment process, the district supported CSI schools by addressing any identified areas of resource inequities. The district allocated additional resources beyond the CSI funding to provide additional resources if the CSI schools identified gaps which required additional interventions or evidence based programs they were unable to fully fund.

## 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.

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI identified schools by ensuring the collection and examination of all types of data to look for evidence of effectiveness. The primary sources of school-wide, long term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education. This data will provide growth over time in the areas of academic achievement in English Language Arts and Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, College/Career and, soon to be released, English Learner Progress. The district will also provide data for teacher effectiveness through educator equity analysis (credentialing/experience), and student success rates through classroom grade analysis and credits earned (A-F grades issued affecting credits towards graduation). Local data will be provided and examined regarding the following areas for all schools to review: expulsion rates data school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Language Proficiency Assessment for California (ELPAC) Data, district assessment data, and enrollment data. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process “Plan, Do, Study and Refine” for continuous improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.
Annual Update

LCAP Year Reviewed:

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

VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.

State and/or Local Priorities addressed by this goal:

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Annual Measurable Outcomes

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<td>#1</td>
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</tr>
<tr>
<td>Graduation Rate Indicator Districtwide</td>
<td>2017-2018 Graduation Rate Indicator District-Wide 82.1%</td>
</tr>
<tr>
<td>Expected 2017-2018: District Graduation Rate Target 87.8%</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| #2 Graduation Rate Indicator Hispanic  
Expected 2017-2018: District Graduation Rate Target 86.3% | 2017-2018 Graduation Rate Indicator Hispanic 85.1% |
| #3 Graduation Rate Indicator African American  
Expected 2017-2018: District Graduation Rate Target 78.3% | 2017-2018 Graduation Rate Indicator African American 74.4% |
| #4 Graduation Rate Indicator White  
Expected 2017-2018: District Graduation Rate Target 85.9% | 2017-2018 Graduation Rate Indicator White 81.4% |
| #5 Graduation Rate Indicator English Learner  
Expected 2017-2018: District Graduation Rate Target 71.6% | 2017-2018 Graduation Rate Indicator English Learner 74% |
| #6 Graduation Rate Indicator Special Needs  
Expected 2017-2018: District Graduation Rate Target 59.1% | 2017-2018 Graduation Rate Indicator Special Needs 55.1% |
| #7 Graduation Rate Indicator Low Income  
Expected 2017-2018: District Graduation Rate Target 84.2% | 2017-2018 Graduation Rate Indicator Low Income 82.4% |
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8 Graduation Rate Indicator Foster Youth</td>
<td>2017-2018 Graduation Rate Indicator Foster Youth 56%</td>
</tr>
<tr>
<td>Expected 2017-2018: District Graduation Rate Target 52.8%</td>
<td></td>
</tr>
<tr>
<td>#9 SBAC ELA Standard Met or Exceed Targets 2017-2018:</td>
<td>SBAC Results ELA Standard Met or Exceed 2017-2018</td>
</tr>
<tr>
<td>Grade 7 39%, Grade 8 38%, Grade 11 51%</td>
<td>Grade 7 38%, Grade 8 34%, Grade 11 40%</td>
</tr>
<tr>
<td>#10 SBAC Math Standard Met or Exceed Targets 2017-2018:</td>
<td>SBAC Results Math Standard Met or Exceed 2017-2018</td>
</tr>
<tr>
<td>Grade 7 24%, Grade 8 23%, Grade 11 19%</td>
<td>Grade 7 23%, Grade 8 20%, Grade 11 18%</td>
</tr>
<tr>
<td>#11 A-G Completion 2017-2018 Target - 20.9%</td>
<td>2017-2018 A-G Completion Rate - 18%</td>
</tr>
<tr>
<td>#12 District Attendance Rate Target - 98%</td>
<td>District Attendance Rate 2018-2019 - 96%</td>
</tr>
<tr>
<td>#13 District Suspension Rate 2017-2018 Target 9.5%</td>
<td>District Suspension Rate 2017-2018 10.1% (California School Dashboard)</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>#14</td>
<td>CTE Enrollment Result - 4,080 students enrolled for 2018-2019</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#15</td>
<td>AP 2018-2019 Enrollment Results - 1,236 students enrolled</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#16</td>
<td>AP Exam Pass Rate District-wide 2017-2018 - 27%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#17</td>
<td>Early Assessment Program 2017-2018 Results:</td>
</tr>
<tr>
<td></td>
<td>ELA Ready 8.91% ELA Conditionally Ready 28.72% ELA Not Yet/Not Ready 62.38%</td>
</tr>
<tr>
<td></td>
<td>Math Ready 6.23% Math Conditionally Ready 12.06% Math Not Yet/Not Ready 81.72%</td>
</tr>
<tr>
<td>#18</td>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#19</td>
<td>Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>#</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>#20</td>
<td>EL Reclassification Rates Target TBD based upon new ELPAC Criteria</td>
</tr>
<tr>
<td>#21</td>
<td>D &amp; F Grade Data of Total Grades Issued 2018-2019 Target - 18%</td>
</tr>
<tr>
<td>#22</td>
<td>ELA Grade of D or F 2018-2019 Targets</td>
</tr>
<tr>
<td></td>
<td>Grade of &quot;D&quot; - 1,078 Grade of &quot;F&quot; - 1,139</td>
</tr>
<tr>
<td>#23</td>
<td>College &amp; Career Indicator 2017-2018 Targets</td>
</tr>
<tr>
<td></td>
<td>Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%</td>
</tr>
<tr>
<td>#24</td>
<td>TBD based on the Fall 2018 Release of the ELPAC Scores</td>
</tr>
<tr>
<td>#25</td>
<td>Instructional Materials Data 2018-2019</td>
</tr>
<tr>
<td></td>
<td>Target is to maintain Instructional Materials Williams Report Status of &quot;no insufficiencies observed.&quot;</td>
</tr>
</tbody>
</table>

### Actual

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Reclassification Rates 2018-2019 = 70 Students</td>
</tr>
<tr>
<td>D &amp; F Grade Data of Total Grades Issued 2018-2019 10%</td>
</tr>
<tr>
<td>ELA Grade of D or F 2018-2019 Results:</td>
</tr>
<tr>
<td>Grade of &quot;D&quot; - 1,158 Grade of &quot;F&quot; - 1,519</td>
</tr>
<tr>
<td>College &amp; Career Indicator 2017-2018 Results</td>
</tr>
<tr>
<td>Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%</td>
</tr>
<tr>
<td>ELPAC Results based on 938 EL Students</td>
</tr>
<tr>
<td>Level 4 19.40% Level 3 34.65% Level 2 25.91% Level 1 20.04%</td>
</tr>
<tr>
<td>Instructional Materials Data 2018-2019</td>
</tr>
<tr>
<td>Instructional Materials Williams Report Status Results - “no insufficiencies observed.”</td>
</tr>
</tbody>
</table>
## Actions/Services

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be | VVUHSD employed 4 Intervention counselors at Victor Valley High School, Silverado High School, Adelanto High School, Hook Junior High School. The intervention counselor position at Lakeview Leadership Academy was changed to an FTE position but will continue to provide intervention counseling services to the students at LLA as well as create equity with the two smaller schools of choice who have the same enrollment and was funded two LCFFSCG counselors for the 2018-2019 school year. | Amount | 1. $150,798.00 LCFF SCG (Low Income)  
2. $576,998.00 Title I (Site)  
3. $28,908.00 LCFF SCG (English Learner) | 1. $170,851.00 LCFF SCG (Low Income)  
2. $577,722 Title I Title I (Site)  
3. $28,908.00 LCFF SCG (English Learner) |
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family.</td>
<td></td>
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</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.

All schools were provided an open purchase order to provide Foster Youth and Homeless students with basic school supplies to ensure they had equitable access. Counselors monitored who received the items, and under what expectations the items were provided. The school sites were able to secure most required school supplies through their site funding and therefore district funding was not used. The district will continue to set aside this funding for future use for our homeless and foster students.

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30,000.00 Title I (District)</td>
<td>$0</td>
<td></td>
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</tbody>
</table>
Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school sites provided credit recovery through two online programs, APEX and GradPoint. AtPromise students were identified by counselors and provided the opportunity to enroll in the online program for credit recovery. The online program APEX was expanded to include tutorial curriculum and preparation courses for college readiness exams such as SAT, and Advanced Placement. The tutorial programs through APEX were expanded for use in the middle schools as well.</td>
<td>$203,328.00 Title I (Site)</td>
<td>$220,889.00 Title I (Site)</td>
<td></td>
</tr>
<tr>
<td>Action 5</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td></td>
<td>School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The district offered master schedule training to school sites in order to actively involve more stakeholders in the master scheduling process. The outcome is to create a more equitable master schedule with student need as the priority for the design and implementation, was the forefront of the process for the 18-19 school year.</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>Action 6</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td></td>
<td>Increase the number of English Learner students achieving proficiency and reclassification</td>
<td>Due to the change in Assessment Reclassification criteria, we were unable to</td>
<td>1. $11,665.00 LCFF SCG (Low Income) 2. $25,520.00 Title III (District)</td>
<td>1. $0 LCFF SCG (Low Income) 2. $28,933.00 Title III (District) 3. $0 LCFF SCG (English)</td>
</tr>
<tr>
<td></td>
<td>VVUHSD employed a Coordinator of English Learner Programs during the 2018-2019 school year. The result of the full time coordinator included a new RFEP and EL monitoring program which will be expanded for the new school year. The district also issued the bilingual seal of literacy through the organization and support of the coordinator and site counselor. A new EL pathway program was designed to help counselors and EL teachers ensure EL students are appropriately placed in their coursework. The coordinator redesigned curriculum for the ELD III middle school program and coordinated QTEL training for General education teachers.</td>
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</tbody>
</table>

**Employ a Coordinator of English Learner Programs and Interventions.** The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy.

**Action 6**

**Planned Actions/Services**

Increase the number of English Learner students achieving proficiency and reclassification

**Actual Actions/Services**

Due to the change in Assessment Reclassification criteria, we were unable to

**Budgeted Expenditures**

1. $11,665.00 LCFF SCG (Low Income) 2. $25,520.00 Title III (District) 3. $37,030.00 LCFF SCG (English Learners)

**Estimated Actual Expenditures**

1. $0 LCFF SCG (Low Income) 2. $28,933.00 Title III (District) 3. $0 LCFF SCG (English)
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.</td>
<td>reclassify as many students as we had in the past. The reclassification criteria was brought back to the governing board to ensure we had ample areas of academic monitoring in order to help reclassify qualifying students. The funding set aside in LCFF SCG Low Income was provided to allow teachers to be trained the administer the ELPAC. The district chose to utilize instructional assistants for the ELPAC and therefore this funding was not used. The district also set aside funding for stipends for each school site that have a site EL coordinator but the schools chose to pay their site EL coordinators an hourly rate for documented services rather than a stipend. Therefore the LCFF SCG English Learner set aside was not utilized in 2018-2019.</td>
<td>3. $12,894.00 LCFF SCG (English Learner)</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<td>----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. Extra duty compensation will also be provided for teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.</td>
<td>VVUHSD successfully designed and implemented five Curriculum Advisory Boards (CABs ELA, Math, HSS, Sci and CTE) to ensure teacher input and support for curricular decisionmaking and course offerings. Integrated Math I, II, and III continue work on creating and revising RCD pacing guides and units during the school day. Science teachers met in RCD groups to begin the redesign of the middle school integrate science curriculum and high school three-course pathway curriculum. In addition, special education math teachers redesigned Integrated Math courses for our moderate to severe student program.</td>
<td>$79,807.00 LCFF SCG</td>
<td>$13,046.00</td>
</tr>
</tbody>
</table>

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.

Due to the reduction of ROP funding for career technical education, VVUHSD has committed full funding through LCFF to continue with a robust and growing program. The funding will continue to support the materials and teaching staff for the entire program as well as possible expansion for the 2019-2020 school year. Funding for the personnel required to maintain the CTE program was originally included in the budget but was not coded correctly for the reporting purposes.

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$815,668.00 LCFF SCG (CTE Programs)</td>
<td>$262,810.00 LCFF SCG (CTE Programs)</td>
</tr>
</tbody>
</table>
### Planned Actions/Services

Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core/LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk learners as well as English

### Actual Actions/Services

The district fully implemented the new English Language Arts program MyPerspectives. The district continued to provide the consumable materials for Carnegie Math this school year for Integrated I, II, and III. Middle school teachers continue to use their program, GoMath! and students were provided additional consumable materials for this program as well. The district used funding to continue with new textbook adoptions in German, Statistics and AP English. The district has begun the process of adopting new History/Social Science materials for the 2018-2019 school year as well as continue to purchase materials to align with NGSS. Remaining funding will be reserved for the purchase of these materials next year. Title I and Title II money continues to be set aside for support of teacher professional learning.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$2,635,036.00 LCFF SCG</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>$47,790.00 Title I</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$47,790.00 Title II</td>
<td></td>
</tr>
</tbody>
</table>

### Estimated Actual Expenditures

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$981,892.00 LCFF SCG</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>$74,889.00 Title I</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$47,139.00 Title II</td>
<td></td>
</tr>
<tr>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>Learners to ensure universal access to the core curriculum with support materials as needed.</td>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Action 10</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
</tr>
<tr>
<td>Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.</td>
<td>Schools employed a variety of activities and programs to focus efforts on raising awareness of attending college and the requirements to apply to college. AVID strategy training was provided at four school sites to all teachers are were employed in nearly all classes. Victor Valley High School implemented the Peer Leaders Uniting Students program to increase the college going atmosphere on campus. The school sites implemented programs based on professional development training and additional expenses were not incurred. The district funds supported a college visit by each school site to Victor Valley C.C.</td>
<td>1. $48,000.00 Title I (District) 2. $1,700.00 LCFF SCG (At-Risk)</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
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</tr>
<tr>
<td>and materials were purchased for school sites as needed. VVUHSD continued to use the National Student Clearing House to help track students beyond high school as they begin their path to college. Various trips to colleges and universities took place based on each school sites individual student interest.</td>
<td>$279,231.00 Title I (District)</td>
<td>$0 Title I (District)</td>
</tr>
</tbody>
</table>

**Action 11**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tbody>
</table>
The TechEd division will continue to implement the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.

**Action 12**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. $100,000.00 LCFF SCG (At-Risk)</td>
<td>1. $0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. $74,061.00 Title I (District)</td>
<td>2. $0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. $27,034.00 Title I (District)</td>
<td>1. $446,737.00 LCFF SCG (At-Risk)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. $0 LCFF SCG (Low Income)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$981,892.00</td>
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</tr>
</tbody>
</table>

TechEd, through the use of eRate and LCFF funds, has made significant purchases to upgrade and improve the technology infrastructure at several school sites. School sites had equipment replaced such as wifi hardware, site servers, and staff and student computers. The site computer media specialists expanded their role with support to teachers for use of technology in the classroom with smart boards and other technology.
Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data disaggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.

VVUHSD has made significant progress in providing devices to students for use with the blending learning programs that have been recently adopted. School are working towards establishing a one to one ratio through the purchase of Smart Boards, Chromebook carts, laptop carts and Thinkpads. The challenge continue to be replacing aging equipment that is no longer supported by Google (Chromebooks) or various operating systems. This action will remain in place as the district TechEd division establishes a refresh cycle program to ensure the action is met in the upcoming years.

### Action 13

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$431,674.00 Title I (Site)</td>
<td>1. $460,617.00 Title I (Site)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$37,211.00 Title I (District)</td>
<td>2. $27,541.00 Title I (District)</td>
</tr>
<tr>
<td>Action 14</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>(Moved from 2017-18 Goal 1 Action/Service 1.15)</td>
<td>Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The LCAP designated specific finding to support the PAES job skills program for our Learning Handicapped program. The funds were provided to replace materials for the job skills units. The program did not require replacement materials for the 2018-2019 school year, the budget for LCAP funds designated were not spent. The funds will be reserved and reallocated in the 2019-2020 plan and materials are anticipated to be purchased. The district did provide CSS materials to all classroom as a supplement to the core curriculum to which all special education students have access.</td>
<td>$5,000.00 LCFF SCG (At-Risk)</td>
<td>$43,501.00 LCFF SCG (At-Risk)</td>
<td></td>
</tr>
</tbody>
</table>
(Moved from 2017-18 Goal 1 Action/Service 1.16)
TechEd will continue to employ two additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional staff has been required to the increase in the enrollment of At-Risk students which has resulted in more technology dedicated to sites to increase academic achievement of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.

<table>
<thead>
<tr>
<th>Action</th>
<th>Estimated/LCFF Expenditures</th>
<th>LCFF SCG (CTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$25,520.00</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$28,908.00</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>$815,668.00</td>
<td>$250,881.00 LCFF SCG (At-Risk)</td>
</tr>
<tr>
<td>7.</td>
<td>$54,068.00</td>
<td>$251,781.00 LCFF SCG (At-Risk)</td>
</tr>
<tr>
<td>9.</td>
<td>$23,370.00</td>
<td></td>
</tr>
</tbody>
</table>

VUVHSD employed two full time technology specialists for the 2018-2019 school year. The number of completed support service calls for staff tripled and the use of technology in the classroom increased as well. The staff has positively impacted user satisfaction of the Computer Information Services provided by the district.

**Action 15**
### Action 11

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-8 Goal 3, Action/Service 3.1) Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.</td>
<td>Each comprehensive high school designates a counselor as a “Bridge Counselor” in order to facilitate the Bridge Program. This program is designed to increase the number of students who receive priority enrollment at Victor Valley College. As of the drafting of this document, approximately 345 students have been linked to Victor Valley Community College for enrollment in the fall. The funding was not utilized because VVC offered a stipend to the bridge counselors.</td>
<td>$5,525.00 Title I (District)</td>
<td>$0 Title I (District)</td>
</tr>
</tbody>
</table>

### Action 16

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 17</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
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</tbody>
</table>

(VUVHSD successfully continued dual enrollment courses for the 2018-2019 school year. All schools with grades 9-12 offered dual enrollment course this year. The district used the College Readiness Block Grant to pay for textbooks and additional fees but anticipate continuing to fund the program through LCFF funding in the future.)

$0 - Amount to be determined based on 2018-19 carry over funding

$115,156.00 CRBG

(Moved from 2017-18 Goal 3, Action/Service 3.2)

Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.

(Moved from 2017-8 Goal 3, Action/Service 25)

Implement an independent study teacher to student ratio for special education students, low income, and foster youth. The classrooms are utilizing the National Core Knowledge Standards in their instruction. The resources have been used in all schools.

(Moved from 2017-18 Goal 4, Action/Service 9)

A wellness grant was awarded to support the creation of a wellness committee that is working with school sites to hold a wellness symposium for the district.

(Moved from 2017-18 Goal 8, Action/Service 4.5)

The current CTE programs are very successful and the district will continue to add new courses to meet the needs of the district.

The major material difference is in action #9 with the use of the SSAE Title IV grant to hold a week long wellness symposium for all staff during spring.
(Moved from 2017-18 Goal 3, Action/Service 3.3) School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences.

<table>
<thead>
<tr>
<th>Action 18</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Every school site provided educational study trips for their students to enhance learning opportunities. The majority of the study trips were funded through site funds. Trips included multiple colleges and universities, the Aquarium of the Pacific, Skills USA, Biology Studies at the LA County Zoo, History Studies at Ronald Reagan Library, Economics Studies at Federal Reserve Bank, LA Black College Expo, and more. Many trips are annual and aligned to the curriculum.”
(Moved from 2017-18 Goal 3, Action/Service 3.4)
The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a work-ability liaison.

The CTE coordinator continues to collaborate with the special education workability program to ensure CTE access for all students. The workability provider is funded by SCG funding as supplementary service to special education.

**Action 19**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$77,754.00 LCFF SCG</td>
<td>$73,973.00 LCFF SCG</td>
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</tr>
<tr>
<td>Action 20</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
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<tr>
<td></td>
<td>VVUHSD employed both a Middle School Math Coach and High School Math Coach for the 2018-2019 school year.</td>
<td>$282,906.00 Title I (District)</td>
<td>$279,231.00 Title I (District)</td>
</tr>
</tbody>
</table>
Action 21

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

(Moved from 2017-18 Goal 4, Action/Service 4.4)
Continue to expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market need, and collaboration and partnerships between post-secondary institutions beginning in grade 8. Partner with trade or vocational schools, the City of Victorville and Adelanto to train students with essential skills or provide for volunteer hours, internships, apprenticeships, or capstone course opportunities.

VVUHSD has successfully aligned ALL vocational education courses with the CTE standards, support teachers earning the designated CTE credential, and resubmitted them for board approval as state recognized CTE courses. This action is considered complete and institutionalized and will be removed from the 2019-2020 LCAP. The district will continue to support these efforts.

$0

$0
(Moved from 2017-2018 Goal 4, action/service 4.5)
Increase the number of students applying to and being accepted to a college or university by increasing the following services:
- Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers.
- Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams
- Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams.

<table>
<thead>
<tr>
<th>Action 22</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>VVUHSD successfully implemented a contract with College Board to provide a suite for college readiness assessment to every grade 8, 9, 10 and 11 student. The test included PSAT 8/9 for every grade 8 and 9 student, PSAT 10 for every grade 10 student and SAT School Day on March 7th for every grade 11 student. VVUHSD also used the CRBG to pay for every AP student enrolled in a course to take the correlating AP exam. Teachers were provided professional development as well as preparation tools through APEX to help prepare their students for the exams.</td>
<td>$0 - Amount TBD based upon carry over funding.</td>
<td>$233,402.00 CRBG</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
<tr>
<td>(Moved from 2017-18 Goal 4, Action/Service 4.6) Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services: • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Targeted short-term independent study for minor credit deficient students. • Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25 • Offer students the opportunity to</td>
<td>During the 2018-2019 school year, many RTI program were put into place. Lakeview Leadership Academy and Hook Middle School instituted support classes for students during embedded during the school day to support behavior and academics as well as math intervention courses. Victor Valley High School continued with &quot;Jack Rabbit Support Time&quot; to the school day for every student to connect with a teacher for academic support and social skill training. Cobalt Institute of Math &amp; Science started their academic intervention program for students on academic probation in order to reduce the number of students leaving due to low achievement. A. RTI programs were also provided for students in grades 7 &amp; 8 through the ASES programs at Lakeview, Hook and Cobalt. Independent study was utilized at all high</td>
<td>$780,378.00 Title I (Site)</td>
<td>$366,254.00 Title I (Site)</td>
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</tbody>
</table>
### Action 23

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 4, Action/Service 4.7) Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations &amp; Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data</td>
<td>VVUHSD implemented a full year of Attention to Attendance (A2A). Each school site implemented their own attendance incentive programs ranging from recognition at awards assemblies to tangible rewards through the use of the &quot;HERO&quot; program. Chronic absenteeism data reflects the need for increase and more effective use</td>
<td>1. $8,000.00 Title I 2. $57,000.00 LCFF SCG (At-Risk)</td>
<td>1. $23,918.00 Title I 2. $57,000.00 LCFF SCG (At-Risk)</td>
</tr>
</tbody>
</table>
### Planned Actions/Services
- Demonstrates high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process.

### Actual Actions/Services
- Of A2A. The number for SARB meetings and the percentage of students requiring a second attendance letter due to unexcused absences decreased. Professional development for A2A was held twice during 2018-2019 and final A2A data will be shared with the LCAP Advisory Committee in the fall of 2019. The wrong account code was charged for the A2A program and was coded for LCAP goal 4 although it was moved to goal 1 for the 2018-2019 LCAP.

### Action 24

#### Planned Actions/Services
- (Moved from 2017-18 Goal 4, Action/Service 4.8.) Expand the offerings of adult education, the enrollment of potential Non-Grads and increase student support with the transition to the adult education program.

#### Actual Actions/Services
- Student enrollment in adult education increased from 300 students in 16/17 to 800 students in 17/18. In an effort to provide programs required under the Adult Education Block Grant (AEBG) Victor Valley Adult

#### Budgeted Expenditures
- $420,555.00 Adult Ed

#### Estimated Actual Expenditures
- $319,338.00 Adult Ed
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructional materials and supplies to support CSS in Adult Ed. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma and reduce the number of dropouts. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students. Develop a General Education Diploma (GED) program.</td>
<td>School (VVAS) increased the program offerings from diploma, English as a Second Language, and CTE, to all also include Adult Basic Education (ABE), and Hybrid Integrated Math wherein students receive seat time instruction. VVAS launched its first Summer School with three programs to include: diploma, ESL, and ABE. The diploma program targeted students with 30 credits or less to graduate. The diploma courses were offered in traditional independent study as well as through an online curriculum Gradpoint. In addition a hybrid integrated math 1 course was offered and available to any student needing math. An ABE course was offered to students who academic ability was below high school grade level. ESL was offered to continuing ESL students. The adult education program continues to flourish and expand and the next steps</td>
<td>$50,626.00 Title IV SSAE Grant</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
<tr>
<td>Action 25</td>
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<tr>
<td>(Moved from 2017-18 Goal 4, Action/Service 4.9) Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place.</td>
<td>Every school provided a type of transition day for incoming new students. Both Hook Junior High School and Lakeview Middle School hosted their incoming grade 7 students from the local feeder elementary school district. The high school hosted incoming 9th grade transition days for all feeder middle schools. These event took place in the evening or during the school day with transportation provided by parents or feeder districts. In addition, the district offered a HS Academic Connections course for incoming grade 9 students from VVUHSD and AESD. The students were provided an opportunity to take the elective class room during the 2018-2019 school year.</td>
<td>$9,000.00 LCFF SCG (At-Risk)</td>
<td>$50,326.00 LCFF SCG (At-Risk)</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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</tr>
<tr>
<td>Action 26</td>
<td>course at either VVHS or AHS and received 5 units of elective credit to begin the school year credit proficient. Several school invested in school supplies to be provided to the incoming students to create an incentive for early registration into the district and early course selection to stabilize beginning of the year enrollment.</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

**Action 26**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
(Moved from 2017-18 Goal 4, Action/Service 4.10)
Counselors and teachers will increase communication with students to support/encourage students to exceed the minimum A-G requirements and take additional years of core classes to student opportunities for acceptance to colleges and universities of their choice.

The counseling staff has continued to promote college going expectations as outlined in the district Strategic Plan. Counselors are providing informational meetings in the evenings to parents and guardians about the importance of students enrolling in, and completing satisfactorily with a grade of “C” or better, in A-G courses. This activity is institutionalized and the action is going to be removed from the LCAP for 2019-2020.

<table>
<thead>
<tr>
<th>Action 27</th>
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</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
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<tr>
<td>$0</td>
</tr>
</tbody>
</table>
### Action 28

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.</td>
<td>School sites reported that they regularly provided information at their English Learner Advisory Committee meetings for parents in attendance regarding college and career pathways and intervention supports for students. The District English Learner Advisory Committee meetings also share similar information. The Coordinator of EL also redesigned the DELAC meeting format to include a topic of interest for all parents in the district, one hour prior to the scheduled DELAC meeting time. Translation was provided at all site, district and community meetings.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
District will explore reducing the teacher to student ratio for special education student classrooms.

<table>
<thead>
<tr>
<th>Action 29</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 29</td>
<td>Implement an independent study program for all levels of student’s grade 7-12 and standardize the independent study curriculum while maintaining curriculum at the district level. (strategic plan) The district will apply for a CDS code for Goodwill Independent Academy as a separate school and expand the grades from 9-12 to 7-12.</td>
<td>The district successfully implemented Goodwill Independent Study for the 2018-2019 school year. This action will be removed for the 2019-2020 LCAP.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

The district did not reduce class sizes for the special education class room during the 2018-2019 school year. There was an agreement upon 1 year MOU to reduce class size for the severely handicapped (SH) program in efforts to help reduce concerns by the teachers regarding extensive IEP process and high teacher to student ratios.
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.

Actions and Services for Goal 1 were generally implemented as planned with a few exceptions. The change of an intervention counselor to the general fund in action/service 1 and the lack of need to purchase materials for the SH program in action 13 and the increased amount of transition day activities and materials for action 25. In general, all other actions/services were implemented as planned. School sites are aligning the SPSAs with the LCAP an ensuring the implementation of goal 1 district wide.

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

When in engaging in a comprehensive overview of Goal 1 actions and services, the district must continue to focus on supports for African American students and students with disabilities. The data provided by the California School Dashboard demonstrates a significant gap between the expected and actual performance of other target groups of students and these two specific groups. The target groups are performing below the district average as well as other target groups in areas including academic achievement, graduation rate and dropout rate. The district still must provide a stronger focus on students with disabilities and will add this to the 2019-2020 plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This LCAP year experience very few materials differences. Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules which, based on the particular employees filling specific positions significantly increased or decreased expenditure over original estimates. Many of the actions and services were allotted funding from Title I in the area of professional development and training, but the district set aside significant funding in Title II which was used primarily to accomplish training objectives. School sites also aligned their SPSAs and therefore used sites funds for many similar actions.
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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Action 7 was modified slightly to change the language to include higher expectations for department chairperson involvement in RCD and CAB.</td>
</tr>
<tr>
<td>21</td>
<td>Action 21 was modified to include a different funding source for college readiness exams due to the fact the College Readiness Block Grant has been depleted.</td>
</tr>
<tr>
<td>22</td>
<td>Action 22 was modified to remove some of the repetitive verbiage regard RtI.</td>
</tr>
<tr>
<td>24</td>
<td>Action 24 was modified to remove the GED program due to the fact the adult ed program will apply for WASC accreditation in 2019-202. GEDs are not considered a diploma and and will not support the graduation rate indicator.</td>
</tr>
<tr>
<td>20, 26, 29</td>
<td>Action 20, 26 and 29 will be removed from the 2019-2020 LCAP due to the fact these are considered completed actions and have been institutionalized.</td>
</tr>
<tr>
<td></td>
<td>A new action will replace action 20 to account for an increase in instructional time for student as part of the teacher contract negotiation process this year. SCG funding will be used to provide additional instructional time for the teacher and student to increase achievement.</td>
</tr>
<tr>
<td></td>
<td>A new action will replace action 26 to reflect the increase services provided by our transportation department for the 91% of homeless, at-risk, and foster students who require a method to get to school due to boundaries beyond the mileage required by ed code.</td>
</tr>
</tbody>
</table>
Goal 2

VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8
Local Priorities: N/A

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
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<tr>
<td>Graduation Rate Indicator Districtwide</td>
<td>2017-2018 Graduation Rate Indicator District-Wide 82.1%</td>
</tr>
<tr>
<td>Expected 2017-2018: District Graduation Rate Target 87.8%</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate Indicator Hispanic</td>
<td>2017-2018 Graduation Rate Indicator Hispanic 85.1%</td>
</tr>
<tr>
<td>Expected 2017-2018: District Graduation Rate Target 86.3%</td>
<td></td>
</tr>
</tbody>
</table>
## Expected

| #3 | Graduation Rate Indicator African American | Expected 2017-2018: District Graduation Rate Target 78.3% |
| #4 | Graduation Rate Indicator White | Expected 2017-2018: District Graduation Rate Target 85.9% |
| #5 | Graduation Rate Indicator English Learner | Expected 2017-2018: District Graduation Rate Target 71.6% |
| #6 | Graduation Rate Indicator Special Needs | Expected 2017-2018: District Graduation Rate Target 59.1% |
| #7 | Graduation Rate Indicator Foster Youth | Expected 2017-2018: District Graduation Rate Target 52.8% |
| #8 | Graduation Rate Indicator Low Income | Expected 2017-2018: District Graduation Rate Target 84.2% |

## Actual

| 2017-2018 Graduation Rate Indicator African American 74.4% |
| 2017-2018 Graduation Rate Indicator White 81.4% |
| 2017-2018 Graduation Rate Indicator English Learner 74% |
| 2017-2018 Graduation Rate Indicator Special Needs 55.1% |
| 2017-2018 Graduation Rate Indicator Foster Youth 56% |
| 2017-2018 Graduation Rate Indicator Low Income 82.4% |
# Expected

<table>
<thead>
<tr>
<th>#</th>
<th>Expected Activity</th>
<th>Actual Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>SBAC ELA Standard Met or Exceed Targets 2017-2018: Grade 7 39%, Grade 8 38%, Grade 11 51%</td>
<td>SBAC Results ELA Standard Met or Exceed 2018-2019 Grade 7 38%, Grade 8 34%, Grade 11 40%</td>
</tr>
<tr>
<td>#10</td>
<td>SBAC Math Standard Met or Exceed Targets 2017-2018: Grade 7 24%, Grade 8 23%, Grade 11 19%</td>
<td>SBAC Results Math Standard Met or Exceed 2018-2019 Grade 7 23%, Grade 8 20%, Grade 11 18%</td>
</tr>
<tr>
<td>#11</td>
<td>A-G Completion 2017-2018 Target - 20.9%</td>
<td>2017-2018 A-G Completion Rate - 18%</td>
</tr>
<tr>
<td>#12</td>
<td>District Attendance Rate Target - 98%</td>
<td>District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)</td>
</tr>
<tr>
<td></td>
<td>2018-2019 AP Enrollment Target 1,688</td>
<td>2018-2019 AP Enrollment Results - 1,236 students enrolled</td>
</tr>
<tr>
<td></td>
<td>2017-2018 - AP Exam Pass Rate of 3+ Target 17.9%</td>
<td>AP Exam Pass Rate 3+ 2017-2018 - 27%</td>
</tr>
<tr>
<td>#15</td>
<td>D &amp; F Grade Data of Total Grades Issued 2018-2019 Target - 18%</td>
<td>D &amp; F Grade Data of Total Grades Issued 2018-2019 10%</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>#16 OMS Parent Attendance at district &amp; site events Target (5%) - 1,339</td>
<td>OMS Parent Attendance at district &amp; site events: Result - 1,052 parents participated in district and school events during 2018-2019. (Data provided by only 6 of 8 schools sites)</td>
<td></td>
</tr>
<tr>
<td>#17 Panorama Family Survey - Climate</td>
<td>Panorama Family Survey - Climate</td>
<td></td>
</tr>
<tr>
<td>1. Climate of Support for Academic Learning - 89%</td>
<td>1. Climate of Support for Academic Learning - 92%</td>
<td></td>
</tr>
<tr>
<td>2. Sense of Belonging (School Connectedness) - 85%</td>
<td>2. Sense of Belonging (School Connectedness) - 92%</td>
<td></td>
</tr>
<tr>
<td>3. Knowledge and Fairness of Discipline, Rule and Norms - 87%</td>
<td>3. Knowledge and Fairness of Discipline, Rule and Norms - 89%</td>
<td></td>
</tr>
<tr>
<td>4. Safety - 81%</td>
<td>4. Safety - 88%</td>
<td></td>
</tr>
<tr>
<td>#18 Panorama Staff Survey - Climate</td>
<td>Panorama Staff Survey - Climate</td>
<td></td>
</tr>
<tr>
<td>1. Climate of Support for Academic Learning - 89%</td>
<td>1. Climate of Support for Academic Learning - 89%</td>
<td></td>
</tr>
<tr>
<td>2. Knowledge and Fairness of Discipline, Rule and Norms - 87%</td>
<td>2. Knowledge and Fairness of Discipline, Rule and Norms - 80%</td>
<td></td>
</tr>
<tr>
<td>3. Sense of Belonging (School Connectedness) - 85%</td>
<td>3. Sense of Belonging (School Connectedness) - 72%</td>
<td></td>
</tr>
<tr>
<td>4. Safety - 81%</td>
<td>4. Safety - 60%</td>
<td></td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>#19 Panorama Student Survey - Climate Targets 2018-2019: School Connectedness (high) Gr. 7=65% Gr.9=50% Gr.11=47% Academic Motivation (high) Gr. 7= 79% Gr.9=69% Gr.11=66% High Expectations (high) Gr. 7=69% Gr.9=59% Gr.11=56%</td>
<td>Panorama Student Survey - Climate Results 2018-2019 1. Climate of Support for Academic Learning - 69% 2. Safety - 68% 3. Knowledge and Fairness of Discipline, Rule and Norms - 59% 4. Sense of Belonging (School Connectedness) - 52%</td>
<td></td>
</tr>
<tr>
<td>#20 CTE Enrollment Target - 3,800 or greater</td>
<td>CTE Enrollment Results - 4,080 students enrolled</td>
<td></td>
</tr>
<tr>
<td>#21 College &amp; Career Indicator 2017-2018 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%</td>
<td>College &amp; Career Indicator 2017-2018 Results Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%</td>
<td></td>
</tr>
<tr>
<td>#22 District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 4.9%</td>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 Result - 5.9%</td>
<td></td>
</tr>
</tbody>
</table>
#23
Middle School dropout Rate 2017-2018 Target - 1.5%

#24
Annual Safety Drill Data Targets
- University Preparatory School--
- Goodwill High School--
- Lockdown 3 Earthquake 2 Fire 2
- Cobalt Institute of Math & Science--
- Lockdown 2 Earthquake 2 Fire 4
- Hook Junior High School--
- Lockdown 2 Earthquake 2 Fire 4
- Lakeview Leadership Academy--
- Lockdown 2 Earthquake 2 Fire 4
- Adelanto High School--
- Lockdown 2 Earthquake 2 Fire 2
- Silverado High School--
- Lockdown 2 Earthquake 2 Fire 2
- Victor Valley High School--
- Lockdown 2 Earthquake 2 Fire 2

Expected

Actual

Middle School dropout Rate 2017-2018 Result - 2.1%
### Actions/Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.

The district evaluated the student, family and staff surveys by Panorama Education, which provides the same climate and safety surveys as WestEd, but also helps the district identify the most needed socioemotional skills our students may lack or need support in by our staff. The district provided school site teacher training to pilot cohorts of teachers to begin use of panorama data at a classroom level. The wrong account code was charged but the service still occurred as planned.

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$32,000.00 LCFF SCG (SigDispro)</td>
<td>$32,000 LCFF SCG (SigDispro)</td>
<td>$32,000 LCFF SCG (SigDispro)</td>
<td></td>
</tr>
</tbody>
</table>
Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.

Three schools offered the Parent Quality Institute of Education in an effort to engage and educate parents about the school system and empower them to be a support system for the school and the students. Parents and guardians were also provided an opportunity to attend CABE as well as other conferences.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $73,694.00 Title I (Sites)</td>
<td>1. $30,524.00 Title I (Sites)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.

Many school sites invited parents to attend college trips but transportation for many of our families is an issue. Many schools used their site Title I funds to arrange transportation and therefore the district funds were not utilized. Schools offered to pay for entry fees and provide materials for parents interested in college trips. Many school sites accessed site Title I funding through their SPSA. Each school site hosted an evening FAFSA application workshop and college application workshops in the career centers to ensure parent and student support during college application season. District funding was not required and the school sites will continue to support parent involvement activities through their Parent Engagement Centers.

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

$7,232.00 Title I (District)  
$0 Title I (District)
<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college &amp; career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.</td>
<td>Individual school sites held annual meetings with parents to educate / update parents on their child(ren)'s progress towards graduation and/ or college &amp; career readiness. Students are monitored by teachers, counselors, and administration. Meetings are held with students and parents when students have multiple academic warnings. Family Engagement Liaisons also supported this action/service by providing parents with information and evening events in this area. The district interpreter provided bilingual support to school sites for family counseling events and district family meetings.</td>
<td>$54,068.00 Title I (District)</td>
<td>$47,936.00 Title I (District)</td>
<td></td>
</tr>
</tbody>
</table>
(Moved from 2017-18 Goal 7, Action/service 4)
Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.

The district continued to employ a Public Engagement Information Manager for the 2018-2019 school year.

$102,538.00 LCFF SCG (At-Risk)

$109,786.00 LCFF SCG (At-Risk)
As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students’ needs.

<table>
<thead>
<tr>
<th>Action 7</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The district increased Career Guidance Technicians from three to four for the 2018-2019 school year. Each of the three comprehensive high schools has a dedicated tech and the two schools of choice (UP and CIMS) share one tech weekly. The tech at Victor Valley High School supports Goodwill High School as well. There was personnel changes which resulted in less salary encumbrance required for the positions at SHS and CIMS/UP.</td>
<td>$355,760.00 LCFF SCG (At-Risk)</td>
<td>$256,083.00 LCFF SCG (At-Risk)</td>
<td></td>
</tr>
</tbody>
</table>
Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.

Parent Center increased from six to seven schools sites and each school employed a Family Engagement Liaison (FEL). The FELs supported the school sites with family outreach and held events for families such as "family Paint Night", "Eat Lunch with your Student Day" and "New Parent Orientation High School 101". The newest activity was a foster parent luncheon for all foster parents in the district and community.

## Action 8

### Planned Actions/Services

(Moved from 2017-18 Goal 8, Action/Service 8.1)
Maintain a district-wide safety committee who will support district safety though/by:
- Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all

### Actual Actions/Services

VVUHSD moved forward with several areas of support for this action. Training of the security officers at all schools increased this year in the area of socioemotional learning. Each school site provided revised safety plans to the risk management manager who is used the information to organize

### Budgeted Expenditures

| $0 |

### Estimated Actual Expenditures

<p>| $0 |</p>
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc.  
  • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention.  
  • Ensuring police, probation and emergency responders are included in the creation of the safety plans.  
  • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management.  
  • Coordinate the planning and implementation of regular staff training on safety-plans district-wide. | a formal, full scale safety drills involving law enforcement and fire. Emergency containers are available for every teacher on each school site and a plan was developed to ensure safety/emergency supplies are in place annually. Each school site is now submitting a safety drill calendar. The district office will conducted a full scale safety drill in January with the support of VPD. | $0 - Amount TBD based upon expected performance | $0 - Amount TBD based upon expected performance |

**Action 9**
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.</td>
<td>VVUHSD revised multiple board policies in regards to student crisis and suicide protocol. The district PBIS coordinator helped each school site establish a hard copy protocol on how to handle student crises and a list of resources to support the counseling staff. Professional development was provided to staff in the area student mental health issues in the classroom during a week-long wellness symposium conducted in March 2019. The district also revised SST protocols. The district did receive a Title IV SSAE Grant.ans used this funding to compensate staff for attending the March symposium.</td>
<td>$0</td>
<td>$50,626.00 Title IV SSAE Grant</td>
</tr>
</tbody>
</table>

### Action 10

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**
(Moved from 2017-18 Goal 5, Action/Service 5.4)
Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job-alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites,

<table>
<thead>
<tr>
<th>Action 11</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human resources has a three day safety staff training planned for the first week in August for Campus Security and Campus Security Assistants. Individual training occurred at school sites for classified staff based on site need and were funded by LCFF as well.</td>
<td>$50,712.00 LCFF SCG (At-Risk)</td>
<td>$17,618.00 LCFF SCG (At-Risk)</td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
<td></td>
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</tr>
<tr>
<td>(Moved from 2017-18 Goal 8, action 8.4) Conduct an annual review of the effectiveness of campus safety officers and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.</td>
<td>VVUHSD continued to contract with VPD and SB County Sheriffs to hire school resource officers and probation officers, respective.</td>
<td>$435,982.00 LCFF SCG (At-Risk)</td>
<td>$588,645.00 LCFF SCG (At-Risk)</td>
<td></td>
</tr>
</tbody>
</table>
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.

Actions and Services for Goal 2 were implemented as planned with a few exceptions. VVUHSD successfully hired another Career Guidance Technician and increase their services from three to four staff. One major area that was impacted was the increase in staff professional learning in the area of student wellness and safety. VVUHSD received the SSAE Title IV competitive grant and were able to expand the professional learning to ALL staff in the district.

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

When in engaging in a comprehensive overview of Goal 2 actions and services, the district has demonstrated an increase in parent involvement through the new parent centers and the Family Engagement Liaisons. The district has a strong focus on socioemotional leaning for all staff in order to support our most fragile and at-risk students in the distinct. The district also has deepened the use pf the Panorama surveys by engaging teacher in professional development on the use of student SEL survey (there are two surveys for student, climate and SEL) at a classroom level at select school sites as a pilot cohort.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major material difference is in action #9 with the use of the SSAE Title IV grant to hold a week long wellness symposium for all staff during spring in which the district spent funds to compensate staff for attendance. In addition, action #3 did not use district funding for parent involvement on college trip or career exploration events due to the fact the school sites preferred to utilize their PARE Title I funds to offer these opportunities to their parents. The district will continue to set aside funding for this area to support school sites and parents.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
In goal 2 only two action/services were modified for the 2019-2020 LCAP. Action #11 was modified to add the verbiage "all schools" when conducting annual reviews of campus safety officers. Action #12 is a new action that the stakeholders felt was an area of need for our district and that is the tentative employment of a Behavior Analyst to support or students with special needs as well as our trauma informed students. All other action/services remained the same.
Goal 3

VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%</td>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%</td>
</tr>
<tr>
<td>District High School Hispanic/Latino Dropout Rate 2017-2018 Target - 3.3%</td>
<td>District High School Hispanic/Latino Dropout Rate 2017-2018 = N/A 2016-2017 = 4.2%</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>#3</td>
<td>District High School Asian Dropout Rate 2017-2018 = N/A 2016-2017 = 2.2%</td>
</tr>
<tr>
<td></td>
<td>District High School African American Dropout Rate 2017-2018 = N/A 2016-2017 = 5.6%</td>
</tr>
<tr>
<td>#5</td>
<td>District High School White Dropout Rate 2017-2018 = N/A 2016-2017 = 6.3%</td>
</tr>
<tr>
<td></td>
<td>District High School Two or More Races Dropout Rate 2017-2018 = N/A 2016-2017 = 10.7%</td>
</tr>
</tbody>
</table>
| #7       | SBAC Results ELA Standard Met or Exceed 2017-2018  
Grade 7 39%, Grade 8 38%, Grade 11 51% |
| #8       | SBAC Results Math Standard Met or Exceed 2017-2018  
Grade 7 24%, Grade 8 23%, Grade 11 19% |
Expected

<table>
<thead>
<tr>
<th>#9</th>
<th>ELA Grade of D or F 2018-2019 Targets</th>
<th>Grade of &quot;D&quot; - 1,078 Grade of &quot;F&quot; - 1,139</th>
</tr>
</thead>
<tbody>
<tr>
<td>#10</td>
<td>A-G Completion 2017-2018 Target - 20.9%</td>
<td></td>
</tr>
<tr>
<td>#11</td>
<td>AP 2018-2019 Enrollment Target 1,688</td>
<td></td>
</tr>
<tr>
<td>#12</td>
<td>AP Exam Pass Rate 2017-2018 - Target 17.9% 3 or Better Exam Score</td>
<td></td>
</tr>
</tbody>
</table>

Actual

<table>
<thead>
<tr>
<th>#9</th>
<th>ELA Grade of D or F 2018-2019 Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade of &quot;D&quot; - 1,158 Grade of &quot;F&quot; - 1,519</td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td>2017-2018 A-G Completion Rate - 18%</td>
</tr>
<tr>
<td>#11</td>
<td>AP 2018-2019 Enrollment Results - 1,236 students enrolled</td>
</tr>
<tr>
<td>#12</td>
<td>AP Exam Pass Rate District-wide 2017-2018 - 27%</td>
</tr>
</tbody>
</table>

Actions/Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 5, Action/Service 5.1) Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.</td>
<td>The Adhoc Professional development committee collaborated during the year to determine the next steps for professional development. The summer professional development days will include a focus on socioemotional learning, safety and technology. The district provided two google surveys to solicit feedback from all teaching staff and the data was used to guide the decision making by the committee.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Planned Actions/Services
(Moved from 2017-18 Goal 5, Action/Service 5.2)
Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 5, Action/Service 5.2)</td>
<td>VVUHSD used the San Bernardino County Superintendent of Schools’ OMS system to track all professional development through out the school year. It also tracked the multiple contracted consultants and staff attendance at school site parent workshops. The OMS system is accessible through the district website and a professional development calendar is maintained annually. The future goal is to have a more developed website for the educational services department that also includes PD resources, calendars, and conference information.</td>
<td>$31,000.00 Title II</td>
<td>$26,988.00 Title II</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 5, Action/Service 5.3)</td>
<td>VVUHSD Educational Services team organized and hosted two District Professional</td>
<td>$376,845.00 Title I (District)</td>
<td>$350,974.00 Title I (District)</td>
</tr>
</tbody>
</table>
professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development.

Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development Days in August prior to the start of school and then continues throughout the year. Limited PD was provided during the contractual day and substitutes were provided for release time. Other PD required staff to be paid extra duty to attend beyond the contractual day.
## Action 4

### Planned Actions/Services

(Moved from 2017-18 Goal 5, Action/Service 5.5)

Employ two district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| VVUHSD provided additional professional development and instructional support for teachers in ELA, Social Science, Science, and Math by employing two district coordinators. | 1. $72,335.00 Title II (District)  
2. $289,337.00 Title I (District) | 1. $72,335.00 Title II (District)  
2. $258,978.00 Title I (District) |

## Action 5

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures
(Moved from 2017-18 Goal 1 
Action/Service 1.14)
Provide professional development 
for counselors and career center 
technicians in college entrance 
requirements, financial aid options 
for low income students, the 
Dream Act and other information 
to increase equitable access to 
UC/CSU/CC for targeted student 
groups.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Counselors and career support staff attended various conferences and workshops related to college and career student support. Many of the events were funded free at county and Cal State levels. The funding for this action was underutilized due to the fact the school sites provided site Title I funding to support their staff in this area of professional learning.</td>
<td>$20,000.00 Title II (District)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,176.00 Title II (District)</td>
</tr>
</tbody>
</table>
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.

Actions and Services for Goal 3 were implemented as planned. Through our action/services, Victor Valley Union High School District has experience success in in the expected annual measurable outcome for increasing the opportunities for our students to develop skills and knowledge in career fields through our CTE program. We have experienced an increase the number of students enrolling in, and completing, CTE classes at all comprehensive high schools. Next steps include supporting the increase in career pathways completers as well as increased articulation for CTE related courses at the local community colleges. All CTE courses have been redesigned and are A-G approved for UCOP. The dual enrollment program has increased and all high schools will provide students an opportunity to take a dual enrollment class on campus.

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

When in engaging in a comprehensive overview of Goal 3 actions and services, the district made great strides in the college and career indicator and over 55% of Muensters are prepared. District local data indicates students are still below county and state average for completing the A-G requirements in order to enroll directly into a college or university of their choice after graduation. In there area of professional development, the counselors are actively engaged in professional learning each month at the Counselor Collaboration Meeting as well attending many college and FAFSA workshops. As a district we have provided professional development for certificated and classified staff through conference and workshops, as well as the week long district wellness symposium in March 2019 and the two-day teacher professional learning days in August 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to school sites utilizing Title I and other funding to complete the actions/services. Many of the actions and services did not require funding for implementation.

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.

All action/services have remained the same for the 2019-2020 school year except for action/service #4. This action/service was modified to remove the word "two" because feedback from stakeholders indicated they would like to have additional coordinators hired to support areas such as student wellness and student intervention. This will be an area of exploration for the next 3-year LCAP cycle.
Goal 4

VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Panorama Student Survey - Climate Targets 2018-2019:</td>
<td>Panorama Student Survey - Climate Results 2018-2019</td>
</tr>
<tr>
<td>School Connectedness (high)</td>
<td>1. Climate of Support for Academic Learning - 69%</td>
</tr>
<tr>
<td>Gr. 7=65% Gr.9=50% Gr.11=47%</td>
<td>2. Safety - 68%</td>
</tr>
<tr>
<td>Academic Motivation (high)</td>
<td>3. Knowledge and Fairness of Discipline, Rule and Norms - 59%</td>
</tr>
<tr>
<td>Gr. 7=79% Gr.9=69% Gr.11=66%</td>
<td>4. Sense of Belonging (School Connectedness) - 52%</td>
</tr>
<tr>
<td>High Expectations (high)</td>
<td></td>
</tr>
<tr>
<td>Gr. 7=69% Gr.9=59% Gr.11=56%</td>
<td></td>
</tr>
</tbody>
</table>
#2
Panorama Family Survey - Climate
Targets: 2018-2019
1. Climate of Support for Academic Learning - 89%
2. Sense of Belonging (School Connectedness) - 85%
3. Knowledge and Fairness of Discipline, Rule and Norms - 87%
4. Safety - 81%

Panorama Family Survey - Climate
Results: 2018-2019
1. Climate of Support for Academic Learning - 92%
2. Sense of Belonging (School Connectedness) - 92%
3. Knowledge and Fairness of Discipline, Rule and Norms - 89%
4. Safety - 88%

#3
Panorama Staff Survey - Climate
Targets: 2018-2019
1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 87%
3. Sense of Belonging (School Connectedness) - 85%
4. Safety - 81%

Panorama Staff Survey - Climate
Results: 2018-2019
1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 80%
3. Sense of Belonging (School Connectedness) - 72%
4. Safety - 60%

#4
Uniform Complaint Filings 2018-2019 Target 0

Uniform Complaint Filings 2018-2019 Results = 0 Complaints Filed.
Actions/Services

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Williams Finding Report (SBCSS)

Results:
1. Instructional Materials: No Insufficiencies were observed
2. Facilities:
   • Extreme Deficiencies: No Observed
   • Good Repair Deficiencies: No More than 3 reported
3. Teacher Assignments: No findings

2018-2019 Maintain Teacher Assignment Williams Report Status as “no findings”
(Moved from 2017-18 Goal 6, Action/Service 6.1)
Define and promote VVUHSD expectations for staff, students and parents through the following:
• Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations.
• Provide annual training for all staff on district policies and procedures.

VVUHSD strives to promote the expectations for staff, students and parents through the use of many resources. The district website is the primary source of communication along with school websites. Every school has a parent/student handbook that outlines the expectations at each school site. This is an area for continued growth, but the district is committed to making this area a priority in the district Strategic Plan.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>
(Moved from 2017-18 Goal 7, Action/Service 7.3)
Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.

This action was not fully implemented for the 2018-2019. A Homeless and Foster "Hope Chest" pilot has been started at one school and if the resources are accessed and the families find it valuable, we will continue with them at each school site. Our central enrollment center is our foster and homeless youth primary location for support. We provide backpacks and referral to free counseling and support services in the community. The funding allocated to this action will be budgeted in the 2019–2020 plan.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000.00 Title I (District)</td>
<td>$3,222.00 Title I (District)</td>
<td>$102,401.00</td>
<td>$79,139.00</td>
</tr>
</tbody>
</table>

Selected from New, Modified, or Unchanged
The district has supported several student recognition programs including the District Science & Engineering Fair, National History Day, Skills USA, Student of the Quarter and It’s a Gas to go to Class. The school sites held additional recognition celebrations ranging from honor roll to perfect attendance. The money was set aside out of LCFF SCG but was charged out a different account code.

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$6,000.00 LCFF SCG (At-Risk)</td>
<td>$6,364.00 LCFF General Fund</td>
</tr>
</tbody>
</table>

(Moved from 2017-18 Goal 7, Action/Service 7.6)

Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class.
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.</td>
<td>This action is in progress through our special education department. There has been collaboration through workability and the CTE program help the case carriers of adult students still in the SPED program begin to transition into the work force or into job skill training.</td>
<td>$0</td>
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</tr>
</tbody>
</table>
Each school site and district division will establish the following: (strategic plan)
- Organization flow chart
- Division of responsibilities
- Commonly used forms on the district website
- Flowcharts to help navigate specific commonly requested processes
- Protocols and timelines for common/annual processes, procedures and events
- Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)

The district is continuing work in this area. The most process has been made in safety and safety drills. Title IV funding was used to create safety bins for every teacher and every office are in the district with emergency supplies. There have been district wide safety drill scheduled with local police and fire involved. The remaining area are under way and this action will be continued in the 2019-202 LCAP.

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$0</td>
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<tr>
<td>Action 7</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td>Align graduation requirements so that every student in VVUHSD will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class of 2021.</td>
<td>This action was not yet completed. The district will be redesigning this action and service and a committee will convene to explore the needs of schools sites if the graduation requirements change for the next incoming potential graduating class</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Provide annual training for classified staff in the following areas: (strategic plan)
- Customer service
- Division specific skills
- Safety protocols

Classified staff have been provided with conferences and job specific training throughout the school year. The most innovative opportunity was the week long wellness symposium provided to both classified and certificated staff.

$0 | $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.

Actions and Services for Goal 4 were partially implemented and will continue to be an area of focus in the new LCAP plan. Action/service 2, and 4 were only partially implemented due to staffing changes and the focus if the district shifted in the area of foster and homeless youth. The "Hope Chest" is still a viable concept but our central enrollment center is playing a more prominent role in providing needed to support to our foster and homeless youth because parents are familiar with the location and staff. Each school will continue to provide additional school supplies, materials, etc. for these target groups. We hired three new Assistant Superintendents for the 2018-2019 school year and this will greatly impact action/service 4. Action/service 7 has remained in the plan but the district has not made progress in changing the the graduation requirements. As we progress in the new three course model for science, this will remain a future action for the next 3 year cycle.

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

When in engaging in a comprehensive overview of Goal 4 actions and services, the district must continue to focus on effective communication of expectations by staff, students and parents to support the culture of learning and college/career readiness which VVUHSD is attempting to establish through the district Strategic Plan. The district must continue to focus on the training of all staff in the areas of customer service and their ability to ensure all district policies and procedures are followed with fidelity. The district must continue to work toward a college going culture by revisiting the objective of aligning graduation requirement with A-G requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were minimal. The budgets for action 2 was underutilized and there are plans to include the Desert Mountain Selpa services to help provide increased mental health services and community resources for our families in need of this type of support. The local selpa often doe not require a fee for services unless it include resources beyond their scope. The budget allocations will remain the same for the 2019-2020 LCAP for the actions/services in Goal 4.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions/services for goal remained the same for the 2019-2020 LCAP with the except of action/service 7. The wording was modified to add the phrase "on a diploma track" and removed the phrase "and/or a district approved alternative pathway beginning with the class of 2021". The stakeholders felt strongly that the A-G requirement should be the expectation for every student in our district regardless of their capabilities.
**Goal 5**

VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 5, 6, 7

**Local Priorities:** N/A

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%</td>
<td>District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%</td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>Middle School Dropout Rate 2017-2018 Target - 1.48%</td>
<td>Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%</td>
</tr>
<tr>
<td>#3</td>
<td></td>
</tr>
<tr>
<td>District Expulsion Data Target - 64 Students</td>
<td>District Expulsion Data Results - 78 Students</td>
</tr>
</tbody>
</table>
Positive Behavior Support Interventions
2018-2019 Results
Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8

Panorama Student Survey - Climate
Results 2018-2019
1. Climate of Support for Academic Learning - 69%
2. Safety - 68%
3. Knowledge and Fairness of Discipline, Rule and Norms - 59%
4. Sense of Belonging (School Connectedness) - 52%

Panorama Family Survey - Climate
Results: 2018-2019
1. Climate of Support for Academic Learning - 92%
2. Sense of Belonging (School Connectedness) - 92%
3. Knowledge and Fairness of Discipline, Rule and Norms - 89%
4. Safety - 88%
#7
Panorama Staff Survey - Climate
Targets: 2018-2019
1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 87%
3. Sense of Belonging (School Connectedness) - 85%
4. Safety - 81%

Panorama Staff Survey - Climate
Results: 2018-2019
1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 80%
3. Sense of Belonging (School Connectedness) - 72%
4. Safety - 60%

#8
District Attendance Rate 2018-2019 Target - 98%

District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)

#9
District Annual Suspension Rates (California School Dashboard - 2018 release)
Targets:
District = 7.7% English Learners = 6.8% Foster Youth = 18.3%
Homeless = 7.3% Low Income = 8.4%
Special Needs = 16.4% African American = 15.6% Hispanic = 5.1%
Two/More Races = 14.2%
White = 7.0%

District Annual Suspension Rates (California School Dashboard - 2018 release)
Targets:
District = 9.3% English Learners = 6.6% Foster Youth = 19% Homeless = 15.4% Low Income = 9.9%
Special Needs = 17.2% African American = 18% Hispanic = 6.6%
Two/More Races = 13.4%
White = 8.1%
#10  
Graduation Rate Indicator Districtwide  
Expected 2017-2018: District Graduation Rate Target 87.8%  

2017-2018 Graduation Rate Indicator District-Wide 82.1%  

#11  
Chronic Absenteeism Reduction Target 12.5% (California School Dashboard 2018 release)  

Chronic Absenteeism Reduction Result 14.7% (California School Dashboard 2018 release)  

**Actions/Services**

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
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<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.</td>
<td>To help increase district-wide knowledge of and implementation of protocols and procedures, the management team planned quarterly meetings to ensure the stakeholders were able to provide input on changes and updates for district customer service practices. Unfortunately with the staffing change over at the district level these meetings were not held. The district Strategic Plan 2020 still emphasizes safety and this will will continue to be a focus.</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-18 Goal 6, Action/Service 6.2) Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.</td>
<td>The VVUHSD website provides resources to staff, students, and parents at the school site and district level. First the majority of the school year, the website is incorporated a feature under the</td>
<td>$15,000.00 LCFF SCG (At-Risk)</td>
<td>$13,777.00 LCFF SCG (At-Risk) $17,600.00 LCFF SCG (English Learners)</td>
</tr>
</tbody>
</table>
Partnership with the SBCSS to institute BrightBytes as an Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners.

Our District link called Institutional Effectiveness Dashboards, which provides information to the public in four areas; academics, discipline, student enrollment, and expenditures by school site. This feature was discontinued as VVUHSD became a pilot district with SBCSS and the implementation of an Early Warning System called Student Success through BrightBytes. During this year, the county of San Bernardino pulled out of the pilot with Bright Bytes and VVUHSD stopped all pilot setup with the early warning system. The district is still committed to exploring another type of early warning system, possibly with Illuminate for the 2019-2020 school year. The newest early warning program implemented is for the English Learner program and is called Ellevation. This will provide real time monitoring of the students using all available
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.</td>
<td>The action is in progress and staff is receiving training in team building and collaboration for the 2019-202 school year.</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Action 4
Explore and/or expand programs at school sites to include peer to peer student support.

School sites are each individual implementing different types of peer support programs at school sites. Most programs are being supported though site Title I funding. Teachers are provided training and students are being recruited to ensure the support is in place based upon the strategic plan.

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$30,000.00 Title I (District)</td>
<td>$18,102.00 Title I (District)</td>
<td></td>
</tr>
</tbody>
</table>
### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| (Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons. | The Foster Youth District Liaison attended training and explored resources to carry out responsibilities to reduce the effects of mobility on our foster youth. The assistant to the Foster Youth liaison also engaged in professional development. The Foster Youth Liaison supported our first school site with the creation of a "Hope Chest" at Lakeview Leadership Academy to begin purchasing new basic need items for homeless students. The Central Enrollment Center plays a pivotal role is supporting our homeless and foster students. District Title I money can no longer be used to buy personal items or incentive for students therefore, the funding was not utilized this year. | 1. $5,000.00 LCFF SCG (At-Risk)  
2. $1,000.00 Title I (District) | 1. 334.00 LCFF SCG (At-Risk)  
2. $0 Title I (District) |
Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.

VVUHSD employed four FTE Intervention Teachers at Adelanto H.S., Victor Valley H.S., Silverado H.S., and Hook J.H. Partially through the school year, Cobalt Institute of Math & Science integrated an intervention program and provided extra periods to current teaching staff, who supported students academically and socioemotionally, the second semester to help address growing student concerns.
Analysis

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

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

The actions and services for Goal 5 were generally implemented as planned with the exception of action/service 1. This action/service was not implemented due to the change in staffing. The position responsible for the meetings was unfilled for a number of months. This area was addressed at the district annual management retreat in June.

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

When in engaging in a comprehensive overview of Goal 5 actions/services, the district must continue to have a strong focus on programs that support student alternatives to suspension as well and approaches to support staff when dealing with negative student behaviors. The district focus for the majority of the district-wide professional development this year was on socioemotional learning and student behaviors. Certificated and classified staff were being trained on how to respond to, and support students with trauma backgrounds. The dashboard also indicated we must continue on working toward increased student attendance and reducing chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to lack of implementation of and action. In some instances, such as action #5, the funding will be allocated again in the 2019-2020 plan. Action/service #2 had a material difference due to the fact the district was unable to move forward with the Bright Bytes Early Warning System and instead chose to implement an English Learner software to track and support the EL population. Ellevations will increase monitoring of EL academic progress and reclassification potential at school sites and provide early intervention opportunities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
The original 6 actions/services will remain the same for the 2019-2020 LCAP with modifications to actions/service #2 and #6. Action/service #2 had the verbiage removed "partnership with SBCSS to institute BrightBytes as an" and added the phrase "Explore the use of an Early warning system to provide real time data on at-risk students to counselors, teachers and site administration". The stakeholders also added "students with disabilities" to the target groups for closer monitoring and support. Action/service #6 was modified to to remove the wording "five" in order to accommodate the fluctuation in the number of intervention teachers based the school plan for student achievement at each school site. Goal 5 did have two new actions/services added to the 2019-2020 LCAP. Action/service #7 was in previous LCAP plans and VVUHSD is again considering hiring a Director of Comprehensive Student Support (CSS) and Child Welfare and Attendance (CWA). Action/service #8 is based on stakeholder input to target school sites with high suspension rates the option of utilizing finding to hire a Licensed Family & Marriage Therapist to provide supplementary services to the school counseling programs at the school sites.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The Victor Valley Union High School District is committed to the involvement of all stakeholders in the development of the Local Control and Accountability Plan. The LCAP, as well as the district Strategic Plan, reflect creativity, diversity and commitment to raise levels of student achievement. Both plans prepare our district’s students for college and career. The Victor Valley Union High School District used a variety of activities during meetings to involve stakeholders in the LCAP process, including discussion and review of goals, district data and the proposed action and services.

Parent, Staff and Community Engagement:
1. The Victor Valley Union High School District has established a Local Control & Accountability Plan (LCAP) Advisory Committee that is held in an open forum format. The group consisted of community members, board members, parents, students, teachers, counselors, classified staff, and administration. The district had several parents attend the LCAP Advisory committee consistently, representing English Learner, Foster youth, Advanced Placement, African Americans and socioeconomically disadvantaged. The LCAP Advisory Committee attendance ranged from 15 to 30 people every meeting. The LCAP Advisory Committee met 12 times on the following dates:
   • September 18, 2018
   • October 1, 2018
   • October 23, 2018
   • November 27, 2018
   • January 22, 2019
   • February 5, 2019
   • February 26, 2019
   • March 12, 2019
The agenda for every meeting included a team building activity as well as data review. Presentations to the committee were provided by district staff including the Coordinator of Career Technical Education, the district foster youth liaison, and the Coordinator of English Learners on topics such as CTE student enrollment, career pathways, foster youth enrollment, low income student needs, and English Learner Progress. The LCAP Advisory committee meetings from April through May focused on data review and the review of the district goals and proposed actions and services. The final LCAP Goals and Action/Services were presented to the LCAP Advisory Committee on May 14, 2018.

1. Community Forum meetings regarding the Local Control Funding Formula and the district LCAP process was presented to the school sites and community on May 8th and May 22nd, 2018. The plan goals were presented to the attendees and information was provided on how to provide comments, suggestions and general feedback on the plan through the posting of the plan on the district website. The comments will be collected and provided to the Superintendent for written response if applicable prior to the June 20th Public Hearing of the LCAP.

2. School site review of the LCAP goals, actions and services took place at specific School Site Council Meetings and ELAC meetings throughout the year. Each school site presented LCAP information in the month of October and November and provided the LCAP Advisory Committee meeting dates if they would like to further participate in the process. Lakeview Leadership Academy requires LCAP to be a standing agenda item on their Monthly School Site Council meeting the 2nd Tuesday of every month. Adelanto High School integrated the LCAP Goals, Actions and Services into 5 SSC meetings and how the district LCAP aligns with the school site Single Plan for Student Achievement.

3. District parent meetings were held and the LCFF and LCAP were presented at the District English Learner Advisory Committee (DELAC) on August 22nd and September 19th, 2018 and March 13th, 2019. The parents in attendance we engaged in conversation about their specific thoughts and ideas about proposed services they felt should be in the new plan that would benefit their students and schools.

Student Engagement:
The student voice in the LCAP is a priority for our district. The students participated in the Panorama Student Climate Survey and Student Socio-Emotional Learning Survey (SEL) in 2018-2019. In an effort to elicit feedback from students, eight student forums were held which included over 160 students from diverse backgrounds and varying grade levels. In addition, the third annual food tasting student forum was held to provide nutrition services with information about which breakfast and lunch selections they felt would improve student response to food quality and taste districtwide.
The forums were held on the following dates:
• May 3rd, 2019 – University Preparatory School
• May 1st, 2019 – Lakeview Leadership Academy
• April 24th, 2019 – Victor Valley High School
• April 30th, 2019 – Silverado High School
• April 26th, 2019 – Adelanto High School
• May 6th, 2019 – Goodwill High School
• April 24th, 2019 – Cobalt Institute of Math & Science
• April 24th, 2019 – Hook Junior High School
• November 27th, 2018 – Fourth Annual Student Food Tasting Event

During school site student forums, students were presented data from the Panorama Climate Survey and LCAP goals (actions and services) and engaged in an activity in which they provided feedback on topics such as school connectedness, safety, adult support, and mental health. The overall well-being of our students is important to ensure they are able to engage and learn in a supportive, safe school environment.

Governing Board:
As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process. The district LCAP Advisory Committee meetings were attended by a board representative who actively engaged with the committee members in the data analysis and group work.
• An LCAP update was presented in October 25th, which presented information on the local indicators, the current progress of the actions and services as well as the progress the LCAP Advisory Committee was making on the plan revisions for 2019-20.
• A Public Hearing on the LCAP was held on June 20th, 2019.
• The School Board adopted the LCAP on June 27th, 2019.

LCAP Climate Surveys:
The district partnered with Panorama to administer surveys this year to students (two surveys), staff and families. The first student survey is about climate and the second survey measures socioemotional learning. The survey results were shared with the LCAP Advisory Committee on May 14th, 2019. The survey participation is below:
Parent Respondents- 351
Teacher/Staff Respondents-279
Student Respondents- 7,800
Impact on LCAP and Annual Update

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

The LCAP Advisory Committee and other stakeholder groups conducted an in-depth study of the annual update for the 2017-2018 plan as well as the data related to the progress being made for the 2017-2018 plan. The impact on the draft of the plan for the 2019-2020 was minor but the voice of the stakeholders is clearly heard in the recommended changes and explanation.

The LCAP advisory committee, using feedback from other stakeholder groups, are still agreement regarding the five current goals for the district and have determined the goals align with the district strategic plan. The actions and service remained relatively the same but was recommendation for shifting in the funding and the addition of staff to meet the needs of our students. In general the this LCAP year was generally successful and informed our decision making for the 2019-2020 plan.

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 1

VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.
State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6, 7, 8

Local Priorities: N/A

Identified Need:

1. California School Dashboard data indicates graduation rate is below state levels and there is a need to increase the number of students graduating on time.
   - VVUHSD will increase the graduation rate for all students by 5% (2018-2019)
   - Maintain and/or Increase CTE and Career pathway options for students to prepare for college & career.
2. Graduation rates for target group are below district average.
   - VVUHSD will works towards a 2% increase in graduation rate for the following target groups: Hispanic, African American, White, English Learners, Special Education, and Low Income/Foster Youth (2018-2019)
   - Reduction in the Dropout rate by 1% for all target groups
   - Increase in A-G Completion rate by 5% or meet/exceed state average of 41.4%
3. District Attendance rates are below target of 98%.
   - Increase pupil attendance by .5%
4. California School Dashboard Suspension Data indicates the district is in the “very high - orange" category according to the rubric and there is disproportionality with target groups.
   - Reduce the number of suspensions by 2% district-wide and for all target groups.
5. The number of students enrolling in Advanced Placement and passing an Advanced Placement Exam is below state levels.
   - Increase enrollment in AP Courses by 2%
   - Increase AP pass rate by 2%
6. The college and career indicator is not available but the district qualitative data supports the fact that fewer student are entering directly into a college after high school.
   - School sites will begin to develop a process to monitor the rate of college bound pupils
7. California School Dashboard data indicates students are performing below level 3 in ELA by 36.7 points and by 104 in math.
   - VVUHSD will increase by 3% the pupils attaining proficiency (level 3) as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
8. California School Dashboard Data indicates English Learners are performing below district-wide levels in ELA, Math and Graduation rate indicators.
   - Increase English Learner progress towards proficiency in English and math.
   - Increase acquisition of English proficiency for EL students.
   - Increase the number of students reaching reclassification by 2% annually.
9. District local data indicates there are a large number of students receiving a grade of “D” or “F” in all courses.
   - Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math
10. The district recognizes a need to increase counseling and guidance for students interested in exploring career opportunities beyond graduation.
    - Increase the number of students in the "Prepared" and "Approaching Prepared" categories on the College/Career Indicator on the California School Dashboard by 2% annually.
    - Increase the number of students scoring "Ready" or Conditionally Ready" for EAP on the SBAC by 2% annually.

### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Graduation Rate Indicator District-wide (California School Dashboard)</td>
<td>2015-2016 -82.8%</td>
<td>2016-2017 - Target 87.8%</td>
<td>Target TBD per the California School Dashboard Fall 2018 Release</td>
<td>2019-2020 - Target 86.2% (California School Dashboard)</td>
</tr>
<tr>
<td>2) Graduation Rate Hispanic (California School Dashboard)</td>
<td>2015-2016 - 84.3%</td>
<td>2016-2017 - Target 87.8%</td>
<td>Target - TBD per the California School Dashboard Fall 2018 Release</td>
<td>2019-2020 - Target 89.3% (California School Dashboard)</td>
</tr>
</tbody>
</table>
### 3) Graduation Rate
- **African American (California School Dashboard)**
  - 2015-2016: 76.3%
  - 2016-2017: Target 78.3%
  - Target: TBD per the California School Dashboard Fall 2018 Release
  - 2019-2020: Target 78.1%
    - (California School Dashboard)

### 4) Graduation Rate
- **White (California School Dashboard)**
  - 2015-2016: 83.9%
  - 2016-2017: Target 85.9%
  - Target: TBD per the California School Dashboard Fall 2018 Release
  - 2019-2020: Target 85.4%
    - (California School Dashboard)

### 5) Graduation Rate
- **English Learners (California School Dashboard)**
  - 2015-2016: 69.6%
  - 2016-2017: Target 71.6%
  - Target: TBD per the California School Dashboard Fall 2018 Release
  - 2019-2020: Target 77.7%
    - (California School Dashboard)

### 6) Graduation Rate
- **Special Education (California School Dashboard)**
  - 2015-2016: 55.1%
  - 2016-2017: Target 59.1%
  - Target: TBD per the California School Dashboard Fall 2018 Release
  - 2019-2020: Target 57.8%
    - (California School Dashboard)
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>7) Graduation Rate Socioeconomically Disadvantaged (California School Dashboard)</td>
<td>2015-2016 - 82.2%</td>
<td>2016-2017 - Target 84.2%</td>
<td>Target - TBD per the California School Dashboard Fall 2018 Release</td>
<td>2019-2020 Target 86.5% (California School Dashboard)</td>
</tr>
<tr>
<td>8) Graduation Rate Foster Youth (California School Dashboard)</td>
<td>2015-2016 - 41.4%</td>
<td>2016-2017 - Target 43.4%</td>
<td>Target - TBD per the California School Dashboard Fall 2018 Release</td>
<td>2019-2020 Target 58.8% (California School Dashboard)</td>
</tr>
<tr>
<td>9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP)</td>
<td>2015-2016: Grade 7 32% Grade 8 31% Grade 11 45%</td>
<td>Target 2016-2017: Grade 7 35% Grade 8 34% Grade 11 48%</td>
<td>Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%</td>
<td>Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%</td>
</tr>
<tr>
<td>10) SBAC Mathematics: % Standard Met or Exceed (CAASPP)</td>
<td>2015-2016: Grade 7 18% Grade 8 14% Grade 11 17%</td>
<td>Targets 2016-2017: Grade 7 21% Grade 8 17% Grade 11 20%</td>
<td>Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%</td>
<td>Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%</td>
</tr>
<tr>
<td>11) A-G Completion % (Dataquest)</td>
<td>2015-2016 - 26.5%</td>
<td>2016-2017 - Target 31.5%</td>
<td>2017-2018 Target - 20.9%</td>
<td>2018-2019 Target - 25.9%</td>
</tr>
<tr>
<td>Goal</td>
<td>2016-2017</td>
<td>2017-2018</td>
<td>Target</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>12) District Attendance Rate (Local Data)</td>
<td>95.12%</td>
<td>95.62%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>13) District Suspension Rate (DataQuest)</td>
<td>14.5%</td>
<td>11.5%</td>
<td>9.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>14) CTE Enrollment (Local Data)</td>
<td>2,501</td>
<td>2,551</td>
<td>3,800 or greater</td>
<td></td>
</tr>
<tr>
<td>15) AP Enrollment (Local Data)</td>
<td>1,292 students</td>
<td>1,318</td>
<td>1,688</td>
<td>1,721</td>
</tr>
<tr>
<td>16) AP Exam Pass Rate of 3+ or higher (College Board)</td>
<td>24% 3 or Better Exam Score</td>
<td>26% 3 or Better Exam Score</td>
<td>17.9% 3 or Better Exam Score</td>
<td>19.9% 3 or Better Exam Score</td>
</tr>
</tbody>
</table>
### 17) Early Assessment Program Data (CAASPP)

- **2015-2016 (CAASPP)**
  - ELA Ready 15%
  - ELA Conditionally Ready 30%
  - ELA Not Yet/Not Ready 55%
  - Math Ready 4%
  - Math Conditionally Ready 13%
  - Math Not Yet/Not Ready 84%

- **2016-2017 Targets**
  - ELA Ready 18%
  - ELA Conditionally Ready 33%
  - ELA Not Yet/Not Ready 49%
  - Math Ready 7%
  - Math Conditionally Ready 16%
  - Math Not Yet/Not Ready 78%

- **2017-2018 Targets**
  - ELA Ready 18%
  - ELA Conditionally Ready 34%
  - ELA Not Yet/Not Ready 50%
  - Math Ready 6%
  - Math Conditionally Ready 14%
  - Math Not Yet/Not Ready 82%

### 18) District High School 9-12 Adjusted Dropout Rate (Dataquest)

- **2015-2016** - 21.1%
- **2016-2017** - Target - 19.1%
- **2017-2018 Target** - 4.9%
- **2018-2019 Target** - 4.9%

### 19) Middle School Dropout Rate (Dataquest)

- **2015-2016** - 2.0%
- **2016-2017 Target** - 0%
- **2017-2018 Target** - 1.5%
- **2018-2019 Target** - 1%

### 20) EL Reclassification Data (Local Data)

- **2016-2017** - 57 Students
- **2017-2018** - 60 Students
- **Target** TBD upon 2018 ELPAC Score Release
- **2019-2020 Target** 80 Students
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Data of Total</td>
<td>grades issued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Issued</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Local Data)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Language Arts   | Grade of "D" - 1,041      | Grade of "D" - 1,010     | Grade of "D" - 1,078     | Grade of "D" - 1,046     |
| Grade of "F"    | Grade of "F" - 1,029      | Grade of "F" - 998       | Grade of "F" - 1,139     | Grade of "F" - 1,105     |
| English Language |                          |                          |                         |                        |
| Arts Grade of "F"|                          |                          |                         |                        |

| Career Indicator| Prepared - 19.9%          | Prepared - 24.9%         | Prepared - 24.9%         | Prepared - 50.6%         |
| (California School | Approaching Prepared -   | Approaching Prepared -   | Approaching Prepared -   | Approaching Prepared -   |
| Dashboard)       | 16.3%                    | 16.9%                    | 16.9%                    | 17%                      |
|                  | Not Yet Prepared - 63.8%  | Not Yet Prepared - 58.2% | Not Yet Prepared - 58.2% | Not Yet Prepared - 33%   |

| 24) ELPAC Data  | N/A                      | TBD based on the Fall    | TBD based on the Fall    | 2019-2020 Targets        |
| (Dataquest)     |                          | 2018 Release of the     | 2018 Release of the      | Level 4 - 21%            |
|                 |                          | ELPAC Scores            | ELPAC Scores            | Level 3 - 36%            |
|                 |                          |                          |                          | Level 2 - 25%            |
|                 |                          |                          |                          | Level 1 - 18%            |
Planned Actions/Services

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

Action #1

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, AHS, SHS, VVHS, CIMS,</td>
</tr>
</tbody>
</table>
## Actions/Services

### 2017-18 Actions/Services
Continue to fund additional counselors through LCFF to reduce student to counselor ratios at the large comprehensive high schools and create equity at schools of choice. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve disciplinary behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan.

### 2018-19 Actions/Services
Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced

### 2019-20 Actions/Services
Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced
The future goal is to have a more developed website for the educational services department that also includes PD resources.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>$139,736.00</td>
<td>$150,798.00</td>
<td>$246,481.00</td>
</tr>
<tr>
<td>2.</td>
<td>$517,180.00</td>
<td>$576,998.00</td>
<td>$395,697.00</td>
</tr>
<tr>
<td>3.</td>
<td>$25,797.00</td>
<td>$28,908.00</td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>LCFF</td>
<td>LCFF - SCG (Low Income)</td>
<td>LCFF - SCG (Low Income)</td>
</tr>
<tr>
<td>2.</td>
<td>Title I (Site)</td>
<td>Title I (Site)</td>
<td>Title I (Site)</td>
</tr>
<tr>
<td>3.</td>
<td>EIA/LEP</td>
<td>LCFF - SCG (English Learner)</td>
<td></td>
</tr>
</tbody>
</table>

Caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family. Action has remained the same, only budget has been modified.
### Action #2

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
</table>

---

**Budget Reference**

<table>
<thead>
<tr>
<th>1. Resource 0400</th>
<th>Counselor Salary 1210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits 3XXX</td>
<td>Mgmt LC01</td>
</tr>
<tr>
<td>2. Resource 3010</td>
<td>Counselor Salary 1210</td>
</tr>
<tr>
<td>Benefits 3XXX</td>
<td>Mgmt LC01</td>
</tr>
<tr>
<td>3. Resource 0790</td>
<td>Counselor Salary 1210</td>
</tr>
<tr>
<td>Benefits 3XXX</td>
<td>Mgmt LC01</td>
</tr>
</tbody>
</table>

---

**Target**

- **2017-2018 Target**: 20.9%
- **2016-2017 Target**: 78.3%
- **2018-19 Budgeted Expenditures**: $139,736.00

---

**Identified Need:**

- Analysis of the LCFF Evaluation Rubrics, as budget resources such as Perkins, etc.
- Program, CTE courses, dual enrollment to expand the Career Technical Education responsibilities (Ed. Code 48853.5) to schools and create equity at schools of different account code. Stakeholders will provide feedback on the different account code.
- Safety protocols for继续with professional development, staff development, and administrator development.
- Division of responsibilities to different schools.
- History Day Competition, which encourages school pride through educational competitions.
- Design and offer district and/or school-based celebrations ranging from honor societies, monograms, and conference calendars, and conference calendars.
- The future goal is to have a more developed website for the educational services department that also includes PD resources and materials.

---

**Student Engagement:**

1. California School Dashboard data indicates graduation rate is below state levels and there is a need to increase the number of students graduating in 2018-2019. In an effort to elicit feedback from students, eight student forums were held which included over 160 students.

2. Safety - 81%

3. LCFF SCG

4. Other Services - 5840

5. Maintenance Agreements - 5640

---

**Intervention:**

- Increase acquisition of English proficiency for EL students.
- School sites will begin to develop a process to monitor the rate of college bound pupils.
- Reduce the number of suspensions by 2% district-wide and for all target groups.
- Maintain and/or Increase CTE and Career pathway options for students to prepare for college & career.

---

**Other Services:**

- Foster Youth, Homeless Youth, Low Income, GR.7=65%, GR.9=50%, GR.11=47%
- Other Services

---

**Action #3**

- Source: Identified Need:
  - analysis of the LCFF Evaluation Rubrics, as budget resources such as Perkins, etc.
  - Program, CTE courses, dual enrollment to expand the Career Technical Education responsibilities (Ed. Code 48853.5) to schools and create equity at schools of different account code. Stakeholders will provide feedback on the different account code.
- Safety protocols for continue with professional development, staff development, and administrator development.
- Division of responsibilities to different schools.
- History Day Competition, which encourages school pride through educational competitions.
- Design and offer district and/or school-based celebrations ranging from honor societies, monograms, and conference calendars, and conference calendars.
- The future goal is to have a more developed website for the educational services department that also includes PD resources and materials.

---

**Goal:**

- Graduation rate is below state levels and there is a need to increase the number of students graduating in 2018-2019. In an effort to elicit feedback from students, eight student forums were held which included over 160 students.

---

**Sources:**

- California School Dashboard data
- Graduation rate
- Student forums with over 160 students,
- Safety protocols for students
- Division of responsibilities
- History Day Competition
- Design and offer district and/or school-based celebrations
- The future goal is to have a more developed website for the educational services department that also includes PD resources and materials.

---

**Goals:**

- Increase acquisition of English proficiency for EL students.
- School sites will begin to develop a process to monitor the rate of college bound pupils.
- Reduce the number of suspensions by 2% district-wide and for all target groups.
- Maintain and/or Increase CTE and Career pathway options for students to prepare for college & career.

---

**Students to be Served:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

**Results:** 2018-2019
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide foster youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular and extra-curricular activities as well as school supplies to ensure they are equipped for success in classroom.</td>
<td>Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.</td>
<td>Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,777.00</td>
<td>$203,328.00</td>
<td>$203,328.00</td>
<td>$203,328.00</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>1. $13,000.00</td>
<td>1. LCFF</td>
<td>1. Resource 0400</td>
<td></td>
</tr>
<tr>
<td>2. $14,000.00</td>
<td>2. Title I (District)</td>
<td>Instructional Supplies 4310</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Services 5886</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt LCLI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Resource 3010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional supplies 4310</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt LCFY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$30,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I (District)</td>
<td>Resource 3010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional supplies 4310</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt HOME</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I (District)</td>
<td>Resource 3010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional supplies 4310</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt HOME</td>
<td></td>
</tr>
</tbody>
</table>

**Action #3**

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

**Students to be Served**

| Specific Student Groups, Foster Youth, Homeless Youth, Low Income Youth, English Learners, Credit Deficient Students |

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR
9/11/2019

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide increased credit recovery opportunities for at-risk, EL, low income and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, and dual or concurrent enrollment with the local community colleges.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges. Action has remained the same, only budget has been modified.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students to be Served</th>
<th>Resource</th>
<th>Estimated Actual Expenditures</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>Resource 3010</td>
<td>$2,635,036.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>Resource 3010</td>
<td>Resource 4035</td>
<td>$28,908.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Target**

TBD upon 2018
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$102,401.00</td>
<td>$203,328.00</td>
<td>$179,098.00</td>
</tr>
<tr>
<td>Source</td>
<td>Title I (Site)</td>
<td>Title I (Site)</td>
<td>Title I (Site)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 3010 Other Services 5840 Mgmt LC01 Site Funds</td>
<td>Resource 3010 Other Services 5840 Mgmt LC01</td>
<td>Resource 3010 Other Services 5840 Mgmt LC01</td>
</tr>
</tbody>
</table>

**Action #4**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>New</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

(2017-18 Action/Service has been moved to Goal 5 Action/Srvice 5) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

#### 2018-19 Actions/Services

School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.

#### 2019-20 Actions/Services

School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action #5

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Actions/Services

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

Unchanged

2017-18 Actions/Services

Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement.

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

Modified

2018-19 Actions/Services

Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy.

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

Modified

2019-20 Actions/Services

Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy. Action has remained the same, only budget has been modified.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I (District)</td>
<td>$139,736.00</td>
<td>$74,061.00</td>
<td>$28,406.00</td>
</tr>
<tr>
<td>2017-18 Target - TBD per the 2017-18 target - 20.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource 3010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource 4035</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource 6300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4110 Textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The future goal is to have a more developed website for the educational services department that also includes PD resources and materials that support common core. Provide instructional materials and programs, CTE courses, dual enrollment programs, and career exploration not provided through other LEA programs.

The Victor Valley Union High School District has established a Local Control & Accountability Plan (LCAP) Advisory Committee that is held in an LEA-Wide Partnership with the SBCSS to ensure that all stakeholders are clearly heard in the recommended changes and explanation.

Students to be Served

Select from New, Modified, or Unchanged

Unchanged

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

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

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

Planned Actions/Services

Impact on LCAP and Annual Update

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

Duplicate the table as needed. Use actual annual measurable impacts.

Source

Select from New, Modified, or Unchanged

Unchanged

District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 2019-2020 Target - 2019-2020 Target 86.5%

Dropout Rate

#1

#7

#11

#23) College and Career Readiness

#24) District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 2019-2020 Target - 2019-2020 Target 86.5%

Special Education

Annualized Targets: 2018-2019

District Level

State Priorities:

- District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 2019-2020 Target - 2019-2020 Target 86.5%

- Special Education

- English Learners

Select from New, Modified, or Unchanged

Unchanged

Source

Select from New, Modified, or Unchanged

Unchanged

Target - 2019-2020 Target 86.5%

Impact on LCAP and Annual Update

Describe the overall implementation of the actions/services to achieve the articulated goal.
### Action #6

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $65,422.00</td>
<td>1. Title I (District)</td>
<td>1. Resource 3010 Cert. Supervisor Contract 1316 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td>2. $65,425.00</td>
<td>2. Title III (District)</td>
<td>2. Resource 4203 Cert. Supervisor Contract 1316 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>1. $74,061.00</td>
<td>1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>2. $74,061.00</td>
<td>2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>3. $37,030.00</td>
<td>3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>1. $74,061.00</td>
<td>1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>2. $74,061.00</td>
<td>2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
<tr>
<td></td>
<td>3. $35,508.00</td>
<td>3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL</td>
</tr>
</tbody>
</table>
### Students to be Served

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator and teachers.</td>
<td>Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.</td>
<td>Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration. Action has remained the same, only budget has been modified.</td>
</tr>
</tbody>
</table>
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>$8,000.00</td>
<td>$11,665.00</td>
<td>$11,567.00</td>
</tr>
<tr>
<td>2.</td>
<td>$7,218.00</td>
<td>$25,520.00</td>
<td>$26,250.00</td>
</tr>
<tr>
<td>3.</td>
<td>$12,894.00</td>
<td>$12,894.00</td>
<td>$12,321.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>LCFF</td>
<td>LCFF - SCG (Low Income)</td>
<td>LCFF SCG (Low Income)</td>
</tr>
<tr>
<td>2.</td>
<td>Title III (District)</td>
<td>Title III (District)</td>
<td>Title III (District)</td>
</tr>
<tr>
<td>3.</td>
<td>EIA/LEP</td>
<td>LCFF - SCG (English Learner)</td>
<td>LCFF SCG (English Learner)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Resource 0400</td>
<td>Resource 0400</td>
<td>Resource 0400</td>
</tr>
<tr>
<td>Instructional Supplies 4310</td>
<td>Instructional Supplies 4310</td>
<td>Instructional Supplies 4310</td>
<td></td>
</tr>
<tr>
<td>Mgmt LCEL</td>
<td>Mgmt LCEL</td>
<td>Mgmt LCEL</td>
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</tr>
<tr>
<td>2.</td>
<td>Resource 4203</td>
<td>Resource 4203</td>
<td>Resource 4203</td>
</tr>
<tr>
<td>Instructional Supplies 4310</td>
<td>Instructional Supplies 4310</td>
<td>Instructional Supplies 4310</td>
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<tr>
<td>Refreshment 4331</td>
<td>Refreshment 4331</td>
<td>Refreshment 4331</td>
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</tr>
<tr>
<td>Other Services 5886</td>
<td>Other Services 5886</td>
<td>Other Services 5886</td>
<td></td>
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<tr>
<td>Mgmt LCEL</td>
<td>Mgmt LCEL</td>
<td>Mgmt LCEL</td>
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<tr>
<td>3.</td>
<td>Resource 0790</td>
<td>Resource 0790</td>
<td>Resource 0790</td>
</tr>
<tr>
<td>Certificated Stipend 1950</td>
<td>Certificated Stipend 1950</td>
<td>Certificated Stipend 1950</td>
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</tr>
<tr>
<td>Benefits 3XXX</td>
<td>Benefits 3XXX</td>
<td>Benefits 3XXX</td>
<td></td>
</tr>
<tr>
<td>Mgmt LC01</td>
<td>Mgmt LC01</td>
<td>Mgmt LC01</td>
<td></td>
</tr>
</tbody>
</table>

### Action #7

The future goal is to have a more developed website for the educational services department that also includes PD resources.

The California State Standard, the pathways by continuing to fully fund and reclassification through the use of information and coordinate with school site liaisons to support PBIS implementation, as an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and engaged in an activity in which they provided feedback on topics such as school connectedness, safety, adult support, and mental health. The overall climate and the second survey measures socioemotional learning. The survey results were shared with the LCAP Advisory Committee on May 14th, 2019.

A Public Hearing on the LCAP was held on June 20th, 2019.

Middle School Dropout Rate 2017-2018 = N/A

Grade of "F" - 1,029

Grade of "D" - 1,010

Grade of "C" - 1,484

Grade of "B" - 1,510

Grade of "A" - 1,325

CAASPP Release

Materials Williams Report

34%

Dropouts. Counselors will meet with all students achieving proficiency and progress through a district-wide system and use the data to implement program and procedures on an annual basis.

17%
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

Provide release time or extra duty for teachers to refine and improve district pacing guides and revise and align course offerings in all subject areas to meet state framework requirements, common core instructional shifts, and A-G requirements. Extra duty compensation will also be provided for.

**2018-19 Actions/Services**

Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, and现在已经完成了。
teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.

differentiation for at-risk students and A-G requirements. Extra duty compensation will also be provided for teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.

differentiation for at-risk students and A-G requirements. Curriculum Coordinators will expand Curriculum Advisory Boards for all curricular areas. Department chair representatives and volunteer teacher will serve on district Curriculum Advisory Boards in all curricular areas to support curricular decision making. Teachers will be compensated extra duty if not receiving a stipend.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. $49,050.00</td>
<td></td>
<td>$79,807.00</td>
<td>$79,139.00</td>
</tr>
<tr>
<td>2. $17,946.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td>LCFF-SCG</td>
<td>LCFFSCG</td>
</tr>
<tr>
<td>1. Title I (District)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Title II (District)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action #8

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, Hook JH, Lakeview LA</td>
</tr>
</tbody>
</table>

Actions/Services
**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education.

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

Modified

**2018-19 Actions/Services**

Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.

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

Modified

**2019-20 Actions/Services**

Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound. Action has remained the same, only budget has been modified.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>Amount</td>
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<td>$815,668.00</td>
<td>$815,668.00</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>1. LCFF - SCG (CTE Programs)</td>
<td>LCFFSCG (CTE Programs)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 0965, Instructional Supplies 4310, Equipment 4410, Dues/Memberships 5300, Rentals 5613, Maintenance Agreements 5640, Other Services 5886, Mgmt LCOP</td>
<td>Resource 0965, Teacher salaries 1XXX, Benefits 3XXX, Other Book 42XX, Instructional Supplies 43XX, Equipment 44XX, TRavel &amp; Conferences 52XX, Dues/Memberships 53XX, Transportation 57XX, Contracted Services 58XX, Inter-Governmental Fees 59XX, Mgmt LCOP</td>
<td></td>
</tr>
</tbody>
</table>

**Action #9**

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

**Students to be Served**

N/A

**Location(s)**

N/A
OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

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

Modified

2017-18 Actions/Services

Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards.

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

Modified

2018-19 Actions/Services

Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards. The

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

Modified

2019-20 Actions/Services

Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The
Director of Common Core/LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk learners as well as English Learners to ensure universal access to the core curriculum with support materials as needed.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Director of Common Core will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed. In addition, in order to increase diverse and inclusive use of the district libraries, VVUHSD is planning a Genrefication organization and additions of flexible seating and maker-spaces. Overall, the Genrefication organization (organizing by subject instead of just the Dewey decimal system) increases comfort and use of the library, especially in students not accustomed to using the library. Flexible seating and maker-spaces increase comfort thereby decreasing stress and providing students the ability to engage their minds in a more productive manner.
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,610,036.00</td>
<td>LCFF</td>
<td>Resource 0000, Textbooks 4110, Other Services 5840, Mgmt LC01</td>
</tr>
<tr>
<td>1. $2,635,036.00</td>
<td>LCFF - SCG (At-Risk)</td>
<td>Resource 0000, Textbooks 4110, Other Services 5840, Mgmt LC01</td>
</tr>
<tr>
<td>2. $47,790.00</td>
<td></td>
<td>Resource 0000, Textbooks 4110, Other Services 5840, Mgmt LC01</td>
</tr>
<tr>
<td>3. $47,790.00</td>
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<td>Resource 0000, Textbooks 4110, Other Services 5840, Mgmt LC01</td>
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<tr>
<td>1. $2,758,319.00</td>
<td></td>
<td>Resource 0400 Other Services 5840, Mgmt LC01</td>
</tr>
<tr>
<td>2. $89,343.00</td>
<td></td>
<td>Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01</td>
</tr>
<tr>
<td>3. $49,279.00</td>
<td></td>
<td>Resource 4035 Certificated Salary 1316, Benefits 3XXX Mgmt LC01</td>
</tr>
<tr>
<td>4. $458,681.00</td>
<td></td>
<td>Resource 6300 4110 Textbooks Mgmt LC01</td>
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</tbody>
</table>

**Action #10**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students.</td>
</tr>
</tbody>
</table>
### Action #11

Page 142 of 282
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TechEd division will continue implementation of the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay</td>
</tr>
</tbody>
</table>
current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.

school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms. Action has remained the same, only budget has been modified.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>1. $100,000.00</td>
<td>$200,000.00</td>
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<td></td>
<td>2. $50,000.00</td>
<td>2. $100,000.00</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>1. LCFF</td>
<td>1. LCFF - SCG (At-Risk)</td>
<td>LCFFSCG (AtRisk)</td>
</tr>
<tr>
<td></td>
<td>2. Title I (District)</td>
<td>2. LCFF - SCG</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td></td>
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### Action #12

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

**Actions/Services**
### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Action #1</th>
<th>Budgeted Expenditures</th>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).</td>
<td></td>
<td></td>
</tr>
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</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>Action #1</th>
<th>Budgeted Expenditures</th>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>Action #1</th>
<th>Budgeted Expenditures</th>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement. Action has remained the same, only budget has been modified.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action #13

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

<table>
<thead>
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<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved to 2018-19 Goal 5 Action/Service 6) Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus. The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives.</td>
<td>(Moved from 2017-18 Goal 1 Action/Service 1.15) Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.</td>
<td>Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS. Action has remained the same, only budget has been modified.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
## Action #14

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

<table>
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<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
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<td>1. Title I (Site)</td>
<td>1. Resource 3010</td>
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<td></td>
<td>2. $25,850.00</td>
<td>Teacher Salaries 1110</td>
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<td></td>
<td></td>
<td>Benefits 3XXX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt LC01</td>
</tr>
<tr>
<td>$5,000.00</td>
<td>LCFF-SCG (At-Risk)</td>
<td>Resource 0400</td>
</tr>
<tr>
<td>1. 44,806.00</td>
<td></td>
<td>Instructional Materials 4310</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mgmt LC01</td>
</tr>
</tbody>
</table>

**Students to be Served**

| Location(s) |
|-------------|-------------|
| N/A         | N/A         |

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Modified

2017-18 Actions/Services

(Moved to 2018-19 Goal 3 Action/Service 5) Provide professional development for counselors and career center technicians in college entrance requirements, A-G, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.

2018-19 Actions/Services

(Moved from 2017-18 Goal 1 Action/Service 1.16) TechEd will continue to employ two additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of At-Risk students which has resulted din more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads,

2019-20 Actions/Services

TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in
understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$52,712.00</td>
<td>$250,881.00</td>
<td>$269,505.00</td>
</tr>
<tr>
<td>Source</td>
<td>Title II (District)</td>
<td>LCFF-SCG (At-Risk)</td>
<td>LCFFSCG (AtRisk)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 4035, Counselor Extra Assignment 1230, Benefits 3XXX, Mgmt LCPR, Resource 4035, Travel &amp; Conf 5220, Mgmt LC01</td>
<td>Resource 0400, Classified Salary 2213, Benefits 3XXX, Mgmt LC01</td>
<td>Resource 0400 Classified Salary 2213, Benefits 3XXX Mgmt LC01</td>
</tr>
</tbody>
</table>

**Action #15**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
</table>

Page 151 of 282
### Actions/Services

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- **Unchanged**

**2017-18 Actions/Services**

(Moved to 2018-19 Goal 1 Action/Service 13)

Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.

**2018-19 Actions/Services**

(Moved from 2017-8 Goal 3, Action/Service 3.1)

Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day. Action has remained the same, only budget has been

**2019-20 Actions/Services**

Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day. Action has remained the same, only budget has been
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$20,000.00</td>
<td>$5,525.00</td>
<td>$5,479.00</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>Title I (District)</td>
<td>Title I (District)</td>
</tr>
<tr>
<td>Resource</td>
<td>Resource 0400 Instructional Materials 4310 Mgmt LC01</td>
<td>Resource 3010 Certificated Extra Duty 1230 Benefits 3XXX Mgmt LC01</td>
<td>Resource 3010 Certificated Extra Duty 1230, Benefits 3XXX Mgmt LC01</td>
</tr>
</tbody>
</table>

Action #16

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

(Moved to 2018-19 Goal 1 Action/Service 14) TechEd will continue to employ additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements.

(Moved from 2017-18 Goal 3, Action/Service 3.2) Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Page 154 of 282
### Action #17

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students, Foster Youth, Homeless Youth, Low Income Youth, English Learners, At-Risk Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/Service</td>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

Action/Service 1.17 was not included in the 2017-18 LCAP.

(Moved from 2017-18 Goal 3, Action/Service 3.3)

School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$209,000.00</td>
<td>$103,000.00</td>
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</table>
### Action #18

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services
### 2017-18 Actions/Services

Action/Service 1.18 was not included in the 2017-18 LCAP

### 2018-19 Actions/Services

(Moved from 2017-18 Goal 3, Action/Service 3.4)

The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison.

### 2019-20 Actions/Services

The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison. Action has remained the same, only budget has been modified.

---

**Budgeted Expenditures**
### Action #19

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Action/Service 1.19 was not included in the 2017-18 LCAP

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.1)
Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices.

**2019-20 Actions/Services**

Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$282,906.00</td>
<td>$297,466.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Title I (District)</td>
<td>Title I (District)</td>
</tr>
</tbody>
</table>
### Action #20

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Unchanged

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

- Modified

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

- New
**2017-18 Actions/Services**

Action/Service 1.20 was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.4)
Continue to expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market need, and collaboration and partnerships between post-secondary institutions beginning in grade 8. Partner with trade or vocational schools, the City of Victorville and Adelanto to train students with essential skills or provide for volunteer hours, internships, apprenticeships, or capstone course opportunities.

**2019-20 Actions/Services**

VVUHSD will increase instructional time by 5 minutes daily to provide additional support for our growing population of at-risk learner and improve student academic outcomes. In addition to increased instructional time, 9 general education teachers will be employed to reduce classes and accommodate increased enrollment.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$0</td>
<td>$885,429.00</td>
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<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>LCFFSCG</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>Resource 0400 Salary 1110 Benefits 3XXX Mgmt LC01</td>
</tr>
</tbody>
</table>
Action #21

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/Service 1.21 was not included in the 2017-18 LCAP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Moved from 2017-2018 Goal 4, action/service 4.5) Increase the number of students applying to and being accepted to a college or university by increasing the following services:</td>
</tr>
<tr>
<td>• Embed post high school test preparation by providing college entrance test during the</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students applying to and being accepted to a college or university by increasing the following services:</td>
</tr>
<tr>
<td>• Embed post high school test preparation by providing college entrance test during the</td>
</tr>
</tbody>
</table>
• Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers.
• Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams
• Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
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<td>$233,402.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>College Readiness Block Grant</td>
<td>LCFFSCG</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>Resource 7338 Testing 4353 Mgmt LC01</td>
<td>Resource 0400 Testing 4354 Mgmt LC01</td>
</tr>
</tbody>
</table>
## Action #22

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- Unchanged

**2017-18 Actions/Services**

- Action/Service 1.22 was not included in the 2017-18 LCAP.

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

- Modified

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.6)

- Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services:

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

- Modified

**2019-20 Actions/Services**

- Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services:
credit deficiency towards graduation through the following services:
• Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
• Targeted short-term independent study for minor credit deficient students.
• Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day.
• Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25
• Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.
• Provide transportation for students to attend 0/7th period course and afterschool RTI.

• Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
• Targeted short term independent study for minor credit deficient students.
• Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25
• Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.
• Provide transportation for students to attend 0/7th period course and afterschool RTI.

Through community collaboration and the ASES program, Victor Valley Union High School District will provide after school learning experiences that develop students’ academic, social, emotional, and physical needs and interests of students; through hands-on, engaging, student-centered, results-driven, learning activities that complement learning activities in the regular school day.

Budgeted Expenditures
### Action #23

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>$780,378.00</td>
<td>$550,763.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Title I (Site)</td>
<td>Title I (Site)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>Resource 3010, Certificated Extra Assign. 1130, Instructional Supplies 4310, Audio/Visual 4311, Other Books 4210, Other Classified Pay 2950, Benefits 3XXX, Computer Tech Equip 4440, District Transportation 5720, Technology Support 5840, Mgmt SESV</td>
<td>Resource 3010 Certificated Extra Assign. 1130, Instructional Supplies 4310, Audio/Visual 4311, Other Books 4210, Other Classified Pay 2950, Benefits 3XXX, Comp/Tech 4XXX, District Transportation 5720, Technology Support 5840, Mgmt SESV</td>
</tr>
</tbody>
</table>

**Students to be Served**

| N/A |

| Location(s) |
| N/A |
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged

**2017-18 Actions/Services**

Action/Service 1.23 was not included in the 2017-18 LCAP.

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

- Modified

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.7)

Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such as a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and

**2019-20 Actions/Services**

Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such as a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and
staff meetings to focus on chronic absenteeism and increase use of SARB process.

process.12 responses. Action has remained the same, only budget has been modified.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<td>1. $8,000.00</td>
<td>1. $9,046.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. $57,000.00</td>
<td>2. $59,000.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Title I LCFF-SCG (At-Risk)</td>
<td>Title I LCFFSCG (AtRisk)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01</td>
<td>Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01</td>
</tr>
</tbody>
</table>

## Action #24

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Page 169 of 282
OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- **Unchanged**

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

- **Modified**

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

- **Modified**

**2017-18 Actions/Services**

Action/Service 1.24 was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.8.)
Expand the offerings of adult education, the enrollment of potential Non-Grads and increase student support with the transition to the adult education program. Provide instructional materials and supplies to support CSS in Adult Ed. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education.

**2019-20 Actions/Services**

Continue to fully fund adult education and begin the accreditation process to earn WASC accreditation for the adult education diploma. Increase student support with the transition to the adult education program. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma.
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$420,555.00</td>
<td>$508,083.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Adult Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>Resource 6391, Certificated Salary 1XXX, Classified Salary 2XXXX, Benefits 3XXX, Instructional Supplies 4XXX, Other Services 5XXX</td>
<td>Resource 6391 : Certificated Salary 1XXX, Classified Salary 2XXXX, Benefits 3XXX, Instructional Supplies 4XXX, Other Services 5XXX : Mgmt LC01</td>
</tr>
</tbody>
</table>

Action #25

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

education to earn a diploma and reduce the number of dropouts. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students. Develop a General Education Diploma (GED) program.
<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, Hook JH, Lakeview LA</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged

2017-18 Actions/Services

- Action/Service 1.25 was not included in the 2017-18 LCAP.

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

- Modified

2018-19 Actions/Services

- (Moved from 2017-18 Goal 4, Action/Service 4.9) Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman.

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

- Modified

2019-20 Actions/Services

- Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman.
to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place.

The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$9,000.00</td>
<td>$61,041.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>LCFF-SCG (At-Risk)</td>
<td>LCFFSCG (AtRisk)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>Resource 0400 Refreshments 4331, Instructional Materials 4310, Outside Transportation 5806, Other Services 5886 : Mgmt LC01</td>
<td>Resource 0400 : Refreshments 4331, Instructional Materials 4310, Outside Transportation 5806, Other Services 5886 : Mgmt LC01</td>
</tr>
</tbody>
</table>

### Action #26

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
</table>

Page 173 of 282
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>Specific Schools, Adelanto HS, Hook Junior High, Lakeview leadership Academy, ySilverado HS, Victor Valley HS</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action/Service 1.26 was not included in the 2017-18 LCAP.</td>
<td>(Moved from 2017-18 Goal 4, Action/Service 4.10) Counselors and teachers will increase communication with students to support /encourage students to exceed the minimum A-G requirements and take additional years of core classes to student opportunities for acceptance to colleges and universities of their choice.</td>
<td>The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, for McKinneyVento students, homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district</td>
</tr>
</tbody>
</table>

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

Unchanged

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

Modified

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

New
LCFFSCG. The amount the district supplements the transportation program is approximately $3,842,021.00 or 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0</td>
<td>$3,842,021.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>LCFFSCG</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>Resource 0000 : Classified Salary 2XXX, Benefits 3XXX : Mgmt 0000</td>
</tr>
</tbody>
</table>

### Action #27

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
</table>

Page 175 of 282
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged

2017-18 Actions/Services

Action/Service 1.27 was not included in the 2017-18 LCAP.

2018-19 Actions/Services

(Moved from 2017-18 Goal 4, Action/Service 4.11)

Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.

2019-20 Actions/Services

(Moved from 2017-18 Goal 4, Action/Service 4.11)

Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.

**Budgeted Expenditures**

N/A
### Action #28

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>$0</td>
<td>$312,675.00</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>LCFFSCG (Supplement Special Education)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>Resource 6500 : Certificated Salary 1110, Benefits 3XXX : Mgmt LC01</td>
</tr>
</tbody>
</table>

### Action #29

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

- **District will explore reducing the teacher to student ratio for special education student classrooms.**

- **District will reduce the teacher to student ratio for select special education services using SCG funds to increase services to our students with disabilities through the hiring of additional severely handicapped teachers.**
Students to be Served

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>Specific Schools, Goodwill Independent Study</td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>New</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

Action/Service 1.29 was not included in the 2017-18 LCAP.

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

<table>
<thead>
<tr>
<th>New</th>
</tr>
</thead>
</table>

2018-19 Actions/Services

Implement an independent study program for all levels of student's grade 7-12 and standardize the independent study curriculum while maintaining curriculum at the district level. (strategic plan) The district will apply for a CDS code for Goodwill Independent Academy as a separate school and expand the grades from 9-12 to 7-12.

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

<table>
<thead>
<tr>
<th>Modified</th>
</tr>
</thead>
</table>

2019-20 Actions/Services

Action has been removed from the LCAP for the 2019-2020 year.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Goal 2

VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: N/A

Identified Need:

1. VVUHSD needs to increase parent/guardian participation at both the site and district level in order to increase student achievement and student attendance rates. Attendance rates at parent events are low as marked by attendance logs.
   • VVUHSD will increase the graduation rate for all students by 5% (2018-2019)
   • Increase CTE and Career pathway options for students to prepare for college & career.
   • VVUHSD will works towards a 2% increase in graduation rate for the following target groups: Hispanic, African American, White, English Learners, Special Education, and Low Income/Foster Youth (2018-2019)
   • Reduction in the Dropout rate by 2% for all target groups
   • Increase pupil attendance by .5%
2. California School Dashboard data indicates students are performing below level 3 in ELA by 36.7 points and by 104 in math.
   • VVUHSD will increase by 3% the pupils attaining proficiency (level 3) as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
   • Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math
3. Educating parents/guardians about college entrance requirements and applying to college will impact student college and career success.
   - Increase AP enrollment by 2%
   - Increase AP pass rate by 2%
   - Increase the number of student meeting A-G requirements by 5% or meet/exceed state average of 45.5%
   - Increase the number of students in the "Prepared" and "Approaching Prepared" categories on the College/Career Indicator on the California School Dashboard by 2% annually.

Students communicated through the Student Forums a desire to increase safety. In order to strengthen site disaster plans, VVUHSD sees the need to increase preventative procedures.
   - Increased sense of safety and well-being
   - Increase/maintain high levels of practice for safety drills and practices

### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Graduation Rate</td>
<td>2015-2016 - 82.8%</td>
<td>2016-2017 Target 87.8%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 86.2% (California School Dashboard)</td>
</tr>
<tr>
<td>Indicator District-wide (Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Graduation Rate</td>
<td>2015-2016 - 84.3%</td>
<td>2016-2017 - Target 86.3%</td>
<td>2017-2018 Target TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 89.3% (California School Dashboard)</td>
</tr>
<tr>
<td>Hispanic (Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Graduation Rate</td>
<td>2015-2016 - 76.3%</td>
<td>2016-2017 - Target 78.3%</td>
<td>2017-2018 Target TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 78.1% (California School Dashboard)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>=================================================================================</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Graduation Rate</td>
<td>2015-2016 - 83.9%</td>
<td>2016-2017 - Target 85.9%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 85.4% (California School Dashboard)</td>
</tr>
<tr>
<td>White (Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Graduation Rate</td>
<td>2015-2016 - 69.6%</td>
<td>2016-2017 - Target 71.6%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 77.7% (California School Dashboard)</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Graduation Rate</td>
<td>2015-2016 - 55.1%</td>
<td>2016-2017 - Target 59.1%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 57.8% (California School Dashboard)</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- **Students to be Served**
- **Budgeted Expenditures**
- **Year**
- **Select from New, Modified, or Unchanged**

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

- **Students to be Served**
- **Budgeted Expenditures**
- **Year**
- **Select from New, Modified, or Unchanged**

**Action/Service**

1. $8,000.00
2. Action #10
   - Mgmt LC01
   - For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
     - Reference
     - Budget
     - Amount
   - 2017-2018 Targets - TBD
3. $181,909.00
4. Action #16
   - Mgmt LC03
   - For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
     - Reference
     - Budget
     - Amount
   - 2017-2018 Targets - TBD
<table>
<thead>
<tr>
<th></th>
<th>Graduation Rate Foster Youth (Cal. Sch. Dashboard)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7)</td>
<td>2015-2016 (California School Dashboard) 47.8%</td>
<td>2016-2017 Target 50.8%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 58.8% (California School Dashboard)</td>
</tr>
<tr>
<td></td>
<td>8) Graduation Rate Socioeconomically Disadvantaged (Cal. Sch. Dashboard)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016 (Cal. Sch. Dashboard) 82.2%</td>
<td>2016-2017 Target 84.2%</td>
<td>2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.</td>
<td>2019-2020 Target 86.5% (California School Dashboard)</td>
</tr>
<tr>
<td></td>
<td>9) SBAC English Language Arts % Standard Met or Exceed (CAASPP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016: Grade 7 32% Grade 8 31% Grade 11 45%</td>
<td>Target 2016-2017: Grade 7 35% Grade 8 34% Grade 11 48%</td>
<td>Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%</td>
<td>Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%</td>
</tr>
<tr>
<td></td>
<td>10) SBAC Mathematics % Standard Met or Exceed (CAASPP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016: Grade 7 18% Grade 8 14% Grade 11 17%</td>
<td>Targets 2016-2017: Grade 7 21% Grade 8 17% Grade 11 20%</td>
<td>Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%</td>
<td>Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%</td>
</tr>
<tr>
<td></td>
<td>11) A-G Completion % (Dataquest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016 - 26.5%</td>
<td>2016-2017 - Target 31.5%</td>
<td>2017-2018 Target - 20.9%</td>
<td>2018-2019 Target - 25.9%</td>
</tr>
<tr>
<td>12) District Attendance Rate (Local Data)</td>
<td>2016-2017 - 95.12%</td>
<td>2017-2018 - 95.62%</td>
<td>Target - 98%</td>
<td>Target - 98%</td>
</tr>
<tr>
<td>14) AP Exam Pass Rate of 3+ (College Board)</td>
<td>2015-2016 -27.9% 3 or Better Exam Score</td>
<td>2016-2017 - Target 26% 3 or Better Exam Score</td>
<td>2017-2018 - Target 17.9% 3 or Better Exam Score</td>
<td>2018-2019 - Target 19.9% 3 or Better Exam Score</td>
</tr>
<tr>
<td>15) D &amp; F Grade Data of Total Grades Issued (Local Data)</td>
<td>2016-2017 - 7.2% of total grades issued</td>
<td>2017-2018 Target - 6.2%</td>
<td>2018-2019 Target - 18%</td>
<td>2019-2020 Target - 16%</td>
</tr>
<tr>
<td>16) OMS Parent Attendance Data – Site Parent Centers (Local Data)</td>
<td>2016-2017 - 449 Parent/Guardian Attendees</td>
<td>2017-2018 - 1,275 Parent/Guardian Attendees</td>
<td>Target (5%) - 1,339</td>
<td>Target (5%) - 1,406</td>
</tr>
</tbody>
</table>
California School Parent Survey Key Indicators
17. School is a safe place for my child.
   MS= 84% HS= 90%
20. School has adults that really care about my child.
   MS=87% HS=85%
30. School treats students with respect.
   MS=91% HS=87%
51. Harassment or bullying of students (somewhat a problem, large problem).
   MS=37% HS=25%

VUVHSD will be using Panorama for the climate surveys.
Targets: 2018-2019
1. Support for Academic Learning - 89%
2. Student Fairness & Discipline - 87%
3. Sense of Belonging - 85%
4. Safety - 81%
18) Staff Survey-Panorama Staff Survey (Replaced WestEd California School Staff Survey)

Key Indicators: Staff Working Environment
Is a supportive and inviting place for staff to work?
MS= 79% HS=88%
Promotes trust and collegiality among staff. MS=65% HS=84%
Promotes personnel participation in decision making.
MS=79% HS=82%

Key Indicators: Safety (agree/strongly agree)
Is a safe place for staff?
MS= 76% HS=93%
Is a safe place for students?
MS=82% HS=93%
Has sufficient resources to create a safe campus?
MS=44% HS=67%

CSSS Key Indicator Targets
Is a supportive and inviting place for staff to work?
MS= 80% HS=89%
Promotes trust and collegiality among staff. MS=66% HS=85%
Promotes personnel participation in decision making.
MS=80% HS=83%
Is a safe place for staff?
MS= 78% HS=94%
Is a safe place for students?
MS=83% HS=94%
Has sufficient resources to create a safe campus?
MS=45% HS=68%

VVUHSD will be using Panorama for the staff climate surveys.
Targets: 2018-2019
1. Support for Academic Learning - 87%
2. Student Fairness & Discipline - 79%
3. Sense of Belonging - 68%
4. Safety - 54%

VVUHSD will be using Panorama for the staff climate surveys.
Targets: 2019-2020
1. Climate of Support for Academic Learning - 90%
2. Knowledge and Fairness of Discipline, Rule and Norms - 81%
3. Sense of Belonging (School Connectedness) - 73%
4. Safety - 61%
19) Student Survey
- Panorama Student Climate Survey
   (Replaced WestEd California Healthy Kids Survey)

Key Indicators: School Safety & Substance Abuse
- School is perceived as very safe or safe
  Gr. 7=63%  Gr. 9=51%  Gr. 11=51%
- Experiences any harassment or bullying
  Gr. 7=33%  Gr. 9=26%  Gr. 11=25%
- Is afraid of being beaten up
  Gr. 7=18%  Gr. 9=12%  Gr. 11=7%
- Been in a physical fight
  Gr. 7=13%  Gr. 9=14%  Gr. 11=10%
- Seen a weapon on campus
  Gr. 7=9%  Gr. 9=11%  Gr. 11=12%
- Been drunk or high at school, ever
  Gr. 7=1%  Gr. 9=7%  Gr. 11=10%

CHKS Indicator Targets
- School is perceived as very safe or safe
  Gr. 7=64%  Gr. 9=52%  Gr. 11=52%
- Experiences any harassment or bullying
  Gr. 7=32%  Gr. 9=25%  Gr. 11=24%
- Is afraid of being beaten up
  Gr. 7=17%  Gr. 9=11%  Gr. 11=6%
- Been in a physical fight
  Gr. 7=12%  Gr. 9=13%  Gr. 11=9%
- Seen a weapon on campus
  Gr. 7=8%  Gr. 9=10%  Gr. 11=11%
- Been drunk or high at school, ever
  Gr. 7=>1%  Gr. 9=6%  Gr. 11=9%

VVUHSD will be using Panorama for the student climate surveys.
Targets 2018-2019:
- School Climate Survey
  - School Connectedness (high)
    Gr. 7=65%  Gr. 9=50%  Gr. 11=47%
  - Academic Motivation (high)
    Gr. 7=79%  Gr. 9=69%  Gr. 11=66%
  - High Expectations (high)
    Gr. 7=69%  Gr. 9=59%  Gr. 11=56%

VVUHSD will be using Panorama for the student climate surveys.
Targets 2019-2020:
1. Climate of Support for Academic Learning - 70%
2. Safety - 69%
3. Knowledge and Fairness of Discipline, Rule and Norms - 60%
4. Sense of Belonging (School Connectedness) - 53%
<table>
<thead>
<tr>
<th>Table Entry</th>
<th>Year</th>
<th>Target</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>20) CTE Enrollment (Local Data)</td>
<td>2016-2017 - 2,501</td>
<td>2017-2018 - Target 2,551</td>
<td>Enrollment Target - 3,800 or greater</td>
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<tr>
<td></td>
<td>Prepared - 19.9%</td>
<td>Prepared - 24.9%</td>
<td>Prepared - 24.9%</td>
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<tr>
<td></td>
<td>Approaching Prepared - 16.3%</td>
<td>Approaching Prepared - 16.9%</td>
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<tr>
<td></td>
<td>Not Yet Prepared - 63.8%</td>
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<tr>
<td>22) District High School 9-12 Adjusted Dropout Rate (Dataquest)</td>
<td>2015-2016 - 21.1%</td>
<td>2016-2017 - Target - 19.1%</td>
<td>2017-2018 Target - 4.9%</td>
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<tr>
<td>23) Middle School Dropout Rate (Dataquest)</td>
<td>2015-2016 - 2.0%</td>
<td>2016-2017 Target - 0%</td>
<td>2017-2018 Target - 1.5%</td>
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<tr>
<td>24) Annual Safety Drill Data (Local Data)</td>
<td>*Safety Drill Data 2016-17 University Preparatory School-- 3 LOCKDOWN 3 EARTHQUAKE 3 FIRE</td>
<td>Safety Drill Target Data 2017-18 University Preparatory School-- 3 LOCKDOWN 3 EARTHQUAKE 3 FIRE</td>
<td>Targets University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE</td>
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<td></td>
<td></td>
<td>Targets University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE</td>
</tr>
<tr>
<td>School Name</td>
<td>Year</td>
<td>Action/Service</td>
<td>Resource Code</td>
</tr>
<tr>
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<td>---------------</td>
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<td>---------------</td>
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<tr>
<td>Goodwill High School</td>
<td>2019-2020</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
</tr>
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<td>Goodwill High School</td>
<td>2017-2018</td>
<td>LOCKDOWN 2</td>
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<tr>
<td>Goodwill High School</td>
<td>2016-2017</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
</tr>
<tr>
<td>Goodwill High School</td>
<td>2019-2020</td>
<td>EARTHQUAKE 2</td>
<td>7338</td>
</tr>
<tr>
<td>Goodwill High School</td>
<td>2017-2018</td>
<td>EARTHQUAKE 2</td>
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<tr>
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<td>EARTHQUAKE 2</td>
<td>7338</td>
</tr>
<tr>
<td>Cobalt Institute of Math &amp; Science</td>
<td>2019-2020</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
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<tr>
<td>Cobalt Institute of Math &amp; Science</td>
<td>2017-2018</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
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<tr>
<td>Cobalt Institute of Math &amp; Science</td>
<td>2016-2017</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
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<tr>
<td>Hook Junior High School</td>
<td>2017-2018</td>
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<td>7338</td>
</tr>
<tr>
<td>Hook Junior High School</td>
<td>2016-2017</td>
<td>EARTHQUAKE 2</td>
<td>7338</td>
</tr>
<tr>
<td>Lakeview Leadership Academy</td>
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<tr>
<td>Lakeview Leadership Academy</td>
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<td>0400</td>
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<tr>
<td>Lakeview Leadership Academy</td>
<td>2016-2017</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
</tr>
<tr>
<td>Adelanto High School</td>
<td>2019-2020</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
</tr>
<tr>
<td>Adelanto High School</td>
<td>2017-2018</td>
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<td>2016-2017</td>
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<td>Adelanto High School</td>
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<tr>
<td>Silverado High School</td>
<td>2019-2020</td>
<td>LOCKDOWN 2</td>
<td>0400</td>
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<tr>
<td>Silverado High School</td>
<td>2017-2018</td>
<td>LOCKDOWN 2</td>
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<td>Silverado High School</td>
<td>2019-2020</td>
<td>EARTHQUAKE 2</td>
<td>7338</td>
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<tr>
<td>Silverado High School</td>
<td>2017-2018</td>
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<td>7338</td>
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<td>Silverado High School</td>
<td>2016-2017</td>
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</tr>
<tr>
<td>Victor Valley High School</td>
<td>2019-2020</td>
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<td>0400</td>
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<tr>
<td>Victor Valley High School</td>
<td>2017-2018</td>
<td>LOCKDOWN 2</td>
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<td>2016-2017</td>
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<td>Victor Valley High School</td>
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<td>Victor Valley High School</td>
<td>2016-2017</td>
<td>EARTHQUAKE 2</td>
<td>7338</td>
</tr>
</tbody>
</table>
### Planned Actions/Services

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

#### Action #1

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard through a survey or research annually.

2018-19 Actions/Services

Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.

2019-20 Actions/Services

Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
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</table>
### Action #2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>
**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as member of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and Child care when needed.

**2018-19 Actions/Services**

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.

**2019-20 Actions/Services**

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed. Action has remained the same, only budget has been modified.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>All Students, Special Education, At-Risk/Low Income, Foster Youth, Homeless Youth, English Learners</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Action #3

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>$16,000</td>
<td>LCFF</td>
<td>Resource 0400</td>
</tr>
<tr>
<td>$7,232.00</td>
<td>Title III (District)</td>
<td>Materials &amp; Supplies 4XXX</td>
</tr>
<tr>
<td>N/A</td>
<td>Title I (Sites)</td>
<td>Resource 3010</td>
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<tr>
<td>$16,000</td>
<td>N/A</td>
<td>Resource 3010: Refreshments 4331, Comp Software 4340, Office Items 4350, Other Supplies 4390, Other Inventory 4490, Other Services 5808 : Mgmt LC02</td>
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<tr>
<td>$73,694.00</td>
<td>Title I (Sites)</td>
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</tr>
<tr>
<td>$24,669.00</td>
<td>Title I (Sites)</td>
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### Students to be Served

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</table>

### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Modified</td>
<td>Modified</td>
<td>Unchanged</td>
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</tbody>
</table>

#### 2017-18 Actions/Services

- Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure an emphasis on target groups of student such Special Education, EL, Low Income, and Foster Youth.

#### 2018-19 Actions/Services

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#### 2019-20 Actions/Services

- Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Resource</th>
<th>Year</th>
<th>Amount</th>
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<tr>
<td>Resource 3010</td>
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<td>Resource 3010</td>
<td>$31,476.00</td>
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<tr>
<td>Resource 4035 : Object 5808, Site</td>
<td>$243,741.00</td>
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<tr>
<td>Resource 4035</td>
<td>$73,751.00</td>
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<td>Resource 4035</td>
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<tr>
<td>Resource 4035 : Object 5808, Site</td>
<td>$243,741.00</td>
<td></td>
</tr>
</tbody>
</table>

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

- Students to be served
- Year 1 Cohorts = 1
- Target
- Year 1 Cohorts = 0
- Target
- Year 1 Cohorts = 0

Source for 2017-18

Identified Need: (Select from New Goal, Modified Goal, or Unchanged Goal)

Reference

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

- Students to be served
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target

Source

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

- Students to be served
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target

Source

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

- Students to be served
- Year 1 Cohorts = 1
- Target
- Year 1 Cohorts = 0
- Target
- Year 1 Cohorts = 0
- Target

Source

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

- Students to be served
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target
- Year 1 Cohorts = N/A
- Target

Source

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

- Students to be served
- Year 1 Cohorts = 1
- Target
- Year 1 Cohorts = 0
- Target
- Year 1 Cohorts = 0
- Target

Source
### Action #4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
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</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college &amp; career readiness. (SP, Strat.3, Spec.Rslt.2,II.E) Ensure the events for parents/guardians of targeted EL students are bilingual. Provide translation.</td>
<td>Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college &amp; career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.</td>
<td>Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college &amp; career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families. Action has remained the same, only budget has been modified.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2018-19</td>
<td>$54,068.00</td>
</tr>
<tr>
<td>2019-20</td>
<td>$55,445.00</td>
</tr>
</tbody>
</table>
**Action #5**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged  
Select from New, Modified, or Unchanged  
Select from New, Modified, or Unchanged
**2017-18 Actions/Services**

Continue to employ Career Center Technicians at school sites as funding becomes available. The district desires to have a career center technician at all high school sites by 2020. Increase the number of Career Center Technicians from three to four if fiscally feasible. If a fourth person is employed, they will be assigned as follows: 1 - Silverado High School, 1- Adelanto High School, 1- Victor Valley HS and GEC, 1 - Cobalt I.M.S, and University Prep. (Goal 2, Action/Service 2.5 removed from LCAP plan).

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 7, Action/service 4)

Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.

**2019-20 Actions/Services**

Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success. Action has remained the same, only budget has been modified.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$258,073.00</td>
<td>$102,538.00</td>
<td>$109,858.00</td>
</tr>
</tbody>
</table>
**Action #6**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, AHS, SHS, VVHS, UP, CIMS, GEC</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

As school sites determine their college counseling needs, they will integrate the use of Destination College Advisors as part of their SPSA.

**2018-19 Actions/Services**

As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students’ needs.

**2019-20 Actions/Services**

As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students’ needs. Action has remained the same, only budget has been modified.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Amount</th>
<th>Source</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td></td>
<td>2018-19</td>
<td></td>
<td>2019-20</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>$355,760.00</td>
<td></td>
<td>$317,076.00</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Title I (Site)</td>
<td></td>
<td>LCFF-SCG (At-Risk)</td>
<td></td>
<td>LCFFSCG (AtRisk)</td>
<td></td>
</tr>
</tbody>
</table>
### Action #7

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

<table>
<thead>
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<th>Students to be Served</th>
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</thead>
<tbody>
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</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, AHS, SHS, VVHS, CIMS, UP, HJH, LLA</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

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

Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.

**2018-19 Actions/Services**

Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.

**2019-20 Actions/Services**

Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
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<td>1. $243,741.00</td>
<td>1. $258,486.00</td>
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<td>2. $47,617.00</td>
<td>2. $46,838.00</td>
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<td>Source</td>
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<td>1. Title I (Site)</td>
<td>1. Title I (Site)</td>
</tr>
<tr>
<td></td>
<td>2. EIA/LEP</td>
<td>2. LCFF/SCG (EL)</td>
<td>2. LCFF/SCG (EL)</td>
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</table>
Action #8

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
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<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Action/Service 2.8 was not included in the 2017-18 LCAP.</td>
<td>(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety through/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of</td>
<td>(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety through/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of</td>
</tr>
</tbody>
</table>
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>N/A</td>
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</tr>
</tbody>
</table>

**Action #9**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Actions/Services

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

- **New**

**2017-18 Actions/Services**

- Action/Service 2.9 was not included in the 2017-18 LCAP.

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

- **Modified**

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 8, Action/Service 8.3)

Create a team at each school site for safety and support. The team will meet quarterly to:

- Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis.
- Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually.
- Establish and coordinate training for staff on emergency response procedures.
- Provide revisions to the school site safety plan.

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

- **Unchanged**

**2019-20 Actions/Services**

(Moved from 2017-18 Goal 8, Action/Service 8.3)

Create a team at each school site for safety and support. The team will meet quarterly to:

- Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis.
- Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually.
- Establish and coordinate training for staff on emergency response procedures.
- Provide revisions to the school site safety plan.

## Budgeted Expenditures

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### Action #10

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<td>$0</td>
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<tr>
<td>Source</td>
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<td>N/A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
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<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**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

**Location(s)**: All Schools

### Actions/Services

Select from New, Modified, or Unchanged
### 2017-18 Actions/Services

Action/Service 2.10 was not included in the 2017-18 LCAP.

### 2018-19 Actions/Services

(Moved from 2017-18) Goal 5, Action/Service 5.4) Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job- alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites.

### 2019-20 Actions/Services

Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job- alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$52,875.00</td>
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</table>
### Action #11

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

<table>
<thead>
<tr>
<th>Source</th>
<th>LCFF-SCG (At-Risk)</th>
<th>LCFFSCG (AtRisk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reference</td>
<td>Resource 0400</td>
<td>Resource 0400 : Certificated Subs 1140, Classified Aides Subs 2140, Campus Aide Subs 2245, Classified Office/Admin Sub 2440, Benefits 3XXX, Conference 5220, Other Contracts : 5808 Mgmt LC02</td>
</tr>
</tbody>
</table>

#### Students to be Served

| N/A |

#### Location(s)

| N/A |

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>Specific Schools, Adelanto HS, Silverado</td>
</tr>
</tbody>
</table>

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Page 211 of 282
Actions/Services

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>

Action/Service 2.11 was not included in the 2017-18 LCAP.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td></td>
</tr>
</tbody>
</table>

(Moved from 2017-18 Goal 8, action 8.4) Conduct an annual review of the effectiveness of campus safety officers and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td></td>
</tr>
</tbody>
</table>

Conduct an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socialemotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td>LCFFSCG (AtRisk)</td>
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<td>Resource 0400 Judicial Services 5824 Mgmt LC08</td>
<td>Resource 0400 : Judicial Services 5824 : LC02</td>
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**Action #12**

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

<table>
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<th>Location(s)</th>
</tr>
</thead>
<tbody>
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<td>N/A</td>
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</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, TBD</td>
</tr>
</tbody>
</table>
## Actions/Services

<table>
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<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
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<td>N/A</td>
<td>New</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
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<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on potential funding resources, VVUHSD will explore hiring Board Certified Behavior Analyst to support identified students with interventions and supports during the 2019-2020 school year. Schools will be selected for services based on academic and behavioral data as well as the duplicated student groups who are demonstrating a need for behavioral intervention. Employment will depend on available funding that may be allocated during the 2019-2020 school year.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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9/11/2019
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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

- Students to be Served for 2017-18: Year 1 Cohorts = 1
- Students to be Served for 2018-19: Year 1 Cohorts = 0
- Students to be Served for 2019-20: Year 1 Cohorts = 0

**Actions/Services**

- Increase the number of students applying to community colleges (specifically Victor Valley College) and establishing access to degree upon completion from high school.
- Provide RTI support before and after school.
- Design and offer district and/or school feedback surveys to groups accessing information and applying for college.
- Increase the number of students in grades 7 and 9 to establish high expectations (high) for participation in decision making.
- Utilizing a monthly/quarterly calendar of events for parents/guardians of targeted groups.
- Continue to employ a Public Engagement Team and establish crisis protocols, mental health crisis teams, and dashboard indicators. Allow for participation in decision making.
- Ensure police, probation, and emergency personnel are appropriately trained and prepared to address community needs.
- Substituting safety officers. Contract for law enforcement personnel to work in the schools.
- Maintain one central location to store school security plans, protocols, and procedures. Maintain Teacher(s), Parent(s) of Family of the Year. Maintain Teacher(s) with special needs.
- Continue to maintain a comprehensive record of student numbers and safety related student numbers.
- Review and update the attendance policy. Ensure all information regarding professional development committees that empowers site leadership to align school level and district priorities.
- Continue to employ a Public Engagement Team and establish crisis protocols, mental health crisis teams, and dashboard indicators. Allow for participation in decision making.
- Substituting safety officers. Contract for law enforcement personnel to work in the schools.
- Maintain one central location to store school security plans, protocols, and procedures. Maintain Teacher(s), Parent(s) of Family of the Year. Maintain Teacher(s) with special needs.
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- Continue to maintain a comprehensive record of student numbers and safety related student numbers.
- Review and update the attendance policy. Ensure all information regarding professional development committees that empowers site leadership to align school level and district priorities.
- Continue to employ a Public Engagement Team and establish crisis protocols, mental health crisis teams, and dashboard indicators. Allow for participation in decision making.
Goal 3

VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: N/A

Identified Need:

Provide high quality professional development for all staff to ensure safety, quality first instruction, common core instructional shifts, increased student access to California State Standards and frameworks, and improved career and college counseling for our students. VVUHSD’s online PD survey indicates a desire by stakeholders to continue to experience professional development opportunities in the area of rigor, technology and EL support strategies. Certificated and classified staff require training to stay current and facilitate student achievement.

• Increase by 3% of pupils attaining proficiency as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
• Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math
• Increase pupils enrolled in A-G classes by 2%
• Increase enrollment in AP Courses by 2%
• Increase AP pass rate by 2%
• Reduction in the Dropout rate by 2% for all student groups
### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) District High School 9-12 Adjusted Dropout Rate (Dataquest)</td>
<td>2015-2016 - 21.1%</td>
<td>2016-2017 - Target - 19.1%</td>
<td>2017-2018 Target - 4.9%</td>
<td>2018-2019 Target - 4.9%</td>
</tr>
<tr>
<td>2) District Dropout Rate - Hispanic/Latino (Dataquest)</td>
<td>2015-2016 - 5.3%</td>
<td>2016-2017 - Target 3.3%</td>
<td>Target - 1.5%</td>
<td>Target &gt; 1.5%</td>
</tr>
<tr>
<td>3) District Dropout Rate Asian (Dataquest)</td>
<td>2015-2016 - 2.0%</td>
<td>2016-2017 - Target &gt; 1%</td>
<td>Target &gt; 1%</td>
<td>Target &gt; 1%</td>
</tr>
<tr>
<td>4) District Dropout Rate African American (Dataquest)</td>
<td>2015-2016 - 6.7%</td>
<td>2016-2017- Target 4.7%</td>
<td>Target - 2.0%</td>
<td>Target &gt; 2.0%</td>
</tr>
<tr>
<td>5) District Dropout Rate White (Dataquest)</td>
<td>2015-2016 - 6.1%</td>
<td>2016-2017 - Target 4.0%</td>
<td>Target - 4.0%</td>
<td>Target - 4.0%</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>6) District Dropout Rate Two or More Races (Dataquest)</td>
<td>2015-2016 - 7.2%</td>
<td>2016-2017 - Target 4.1%</td>
<td>Target - 6.6%</td>
<td>Target - 6.6%</td>
</tr>
<tr>
<td>7) SBAC English Language Arts % Standard Met or Exceed (CAASPP)</td>
<td>2015-2016 : Grade 7 32% Grade 8 31% Grade 11 45%</td>
<td>Target 2016-2017 : Grade 7 35% Grade 8 34% Grade 11 48%</td>
<td>Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%</td>
<td>Targets 2018-2019: Grade 7 42% Grade 8 41% Grade 11 54%</td>
</tr>
<tr>
<td>8) SBAC Mathematics % Standard Met or Exceed (CAASPP)</td>
<td>2015-2016 : Grade 7 18% Grade 8 14% Grade 11 17%</td>
<td>Targets 2016-2017 : Grade 7 21% Grade 8 17% Grade 11 20%</td>
<td>Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%</td>
<td>Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%</td>
</tr>
<tr>
<td>9) D &amp; F Grade Data English Language Arts (Local Data)</td>
<td>2016-2017 Grades of “D” = 1,041 Grades of “F” = 1,029</td>
<td>2017-2018 Targets Grade of &quot;D&quot; - 1,010 Grade of &quot;F&quot; - 998</td>
<td>2018-2019 Targets Grade of &quot;D&quot; - 1,078 Grade of &quot;F&quot; - 1,139</td>
<td>2019-2020 Targets Grade of &quot;D&quot; - 1,046 Grade of &quot;F&quot; - 1,105</td>
</tr>
<tr>
<td>10) A-G Completion % (Dataquest)</td>
<td>2015-2016 - 26.5%</td>
<td>2016-2017 - Target 31.5%</td>
<td>2017-2018 Target - 20.9%</td>
<td>2018-2019 Target - 25.9%</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>12) AP Exam Pass Rate of 3+ (College Board)</td>
<td>2015-2016 -27.9% 3 or Better Exam Score</td>
<td>2016-2017 - Target 26% 3 or Better Exam Score</td>
<td>2017-2018 - Target 17.9% 3 or Better Exam Score</td>
<td>2018-2019 - Target 19.9% 3 or Better Exam Score</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**

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

**Action #1**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

(Moved to 2018-19 Goal, Action/Service 1.15)
Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.1)
Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.

**2019-20 Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.1)
Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Resource 3010</th>
<th>Title II (District)</th>
<th>Resource 0400</th>
</tr>
</thead>
<tbody>
<tr>
<td>$54,068.00</td>
<td>N/A</td>
<td>$7,232.00</td>
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</tbody>
</table>

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9/11/2019
### Action #2

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools, AHS, SHS, VVHS, CIMS, UP</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.16)
Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/maintain a concurrent enrollment and start the process for a dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.

### 2018-19 Actions/Services
(Moved from 2017-18 Goal 5, Action/Service 5.2)
Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development.

### 2019-20 Actions/Services
Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development. Action has remained the same, only budget has been modified.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$12,000.00</td>
<td>$31,000.00</td>
<td>$31,476.00</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>Title II (District)</td>
<td>Title II (District)</td>
</tr>
</tbody>
</table>
Action #3

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

**Students to be Served**

- All Students

**Location(s)**

- All Schools

OR

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

**Students to be Served**

- N/A

**Scope of Services:**

- N/A

**Location(s):**

- N/A

**Actions/Services**

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

- Modified

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

- Modified

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

- Modified
### 2017-18 Actions/Services

(Moved to 2018-19 Goal 1, Action/Service 1.17)
Provide additional funding for student study trips aligned to the college and career readiness indicator to promote student achievement. Support transportation, entry fees, and chaperone funding necessary to increase the number of targeted students groups accessing information and applying to post-graduate programs.

### 2018-19 Actions/Services

(Moved from 2017-18 Goal 5, Action/Service 5.3)
The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development.

### 2019-20 Actions/Services

The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development. Action has remained the same, only budget has been modified.

### Budgeted Expenditures
### Action #4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| **Amount** | 1. $20,145.00  
2. $5,000.00 | $376,845.00 | $376,356.00 |
| **Source** | 1. Title I (District)  
2. LCFF | Title I (District) | Title I (District) |
| **Budget Reference** | 1. Resource 3010  
Certificated Extra Duty 1130  
Certificated Subs 1140  
Benefits 3XXX  
Outside Transportation 5806  
Mgmt LC03  
2. Resource 0400  
Admission Fees 5886  
Mgmt LC03 | Resource 3010  
Certificated Extra Assign 1130  
Certificated Subs 1140  
Benefits 3XXX  
Conferences 5220  
Other Contracts 5808  
Mgmt LC03 | Resource 3010 : Certificated Extra Assign 1130, Certificated Subs 1140, Benefits 3XXX, Conferences 5220, Other Contracts 5808 : Mgmt LC03 |
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Modified

**2017-18 Actions/Services**

(Moved to 2018-19 Goal 1, Action/Service 1.18)

The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school

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

- Modified

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.5)

Employ two district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.

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

- Modified

**2019-20 Actions/Services**

Employ district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.
programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
</table>
| **Amount** | $74,751.00 | 1. $72,335.00  
2. $289,337.00 | 1. $74,655.00  
2. $298,620.00 |
| **Source** | Special Education | 1. Title II (District)  
2. Title I (District) | 1. Title II (District)  
2. Title I (District) |
| **Budget Reference** | Resource 6520  
Clerical Salary 2410  
Benefits 3XXX  
Mgmt LC03 | 1. Resource 4035  
Certificated Contract 1316  
Benefits 3XXX  
Mgmt LC05  
2. Resource 3010  
Certificated Contract 1316  
Benefits 3XXX  
Mgmt LC05 | 1. Resource 4035 : Certificated Contract 1316, Benefits 3XXX : Mgmt LC05  
2. Resource 3010 : Certificated Contract 1316, Benefits 3XXX : Mgmt LC05 |

### Action #5

Page 227 of 282
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- All Students

**Location(s)**
- All Schools

### OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

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

**2017-18 Actions/Services**
- Action/Service 3.5 was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**
- (Moved from 2017-18 Goal 1 Action/Service 1.14)
  - Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase

**2019-20 Actions/Services**
- (Moved from 2017-18 Goal 1 Action/Service 1.14)
  - Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
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<td>Title II (District)</td>
<td>Title II (District)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>Resource 4035, Travel &amp; Conf 5220, Other Contracts 5808, Mgmt LC03</td>
<td>Resource 4035, Travel &amp; Conf 5220, Other Contracts 5808, Mgmt LC03</td>
</tr>
</tbody>
</table>
Goal 4

VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Identified Need:

The District Strategic Planning Committee have identified the need to streamline district procedures and to facilitate employee and parent ease in accessing information and training to better serve our stakeholders and in turn, foster greater student achievement.  

- Reduction in staff and public concerns through the Uniform Complaint Procedure Process  
- Reporting of an increase in climate by students, parents and staff based on the climate surveys administered for staff and families.  
- Williams quarterly report on instructional material, facilities and teacher assignment.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
1) Student Survey - Panorama Student Climate Survey
(Replaced WestEd "California Healthy Kids Survey")

Key Indicators: School Engagements & support
School Connectedness (high)
Gr. 7=52% Gr.9=39%
Gr.11=35%
Academic Motivation (high)
Gr. 7= 48% Gr.9=35%
Gr.11=33%
Caring Adult Relationships (high)
Gr. 7=30% Gr.9=26%
Gr.11=26%
High Expectations (high)
Gr. 7=52% Gr.9=49%
Gr.11=39%
Meaningful Participation (high)
Gr. 7=16% Gr.9=13%
Gr.11=14%

CHKS Key Indicators
Targets
School Connectedness (high)
Gr. 7=53% Gr.9=42%
Gr.11=36%
Academic Motivation (high)
Gr. 7= 49% Gr.9=36%
Gr.11=34%
Caring Adult Relationships (high)
Gr. 7=31% Gr.9=27%
Gr.11=27%
High Expectations (high)
Gr. 7=53% Gr.9=50%
Gr.11=40%
Meaningful Participation (high)
Gr. 7=17% Gr.9=14%
Gr.11=15%

VUUHSD will be using Panorama to administer
the student school climate/safety surveys.
Targets 2018-19
1. School Connectedness (high)
Gr. 7=65% Gr.9=50%
Gr.11=47%
2. Academic Motivation (high)
Gr. 7= 77% Gr.9=69%
Gr.11=66%
3. High Expectations (high)
Gr. 7=69% Gr.9=59%
Gr.11=56%

VUUHSD will be using Panorama to administer the student school climate/safety surveys.
Targets 2019-2020:
1. Climate of Support for Academic Learning - 70%
2. Safety - 69%
3. Knowledge and Fairness of Discipline, Rules and Norms - 60%
4. Sense of Belonging (School Connectedness) - 53%
2) Parent Survey - Panorama Family Survey (Replaced WestEd "California School Parent Survey")

Key Indicators:
(agree/strongly agree)
School is a safe place for my child.
MS= 84% HS= 90%
School has adults that really care about my child.
MS=87% HS=85%
School treats students with respect.
MS=91% HS=87%
Harassment or bullying of students (somewhat a problem, large problem).
MS=37% HS=25%

California School Parent Survey Key Indicators
Targets
School is a safe place for my child.
MS= 85% HS= 91%
School has adults that really care about my child.
MS=88% HS=86%
School treats students with respect.
MS=92% HS=88%
Harassment or bullying of students (somewhat a problem, large problem).
MS=36% HS=24%

VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys.
Targets 2018-2019
1. Support for Academic Learning - 89%
2. Student Fairness & Discipline - 87%
3. Sense of Belonging - 85%
4. Safety - 81%

VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys.
Targets 2019-2020:
1. Climate of Support for Academic Learning - 93%
2. Sense of Belonging (School Connectedness) - 93%
3. Knowledge and Fairness of Discipline, Rules and Norms - 90%
4. Safety - 89%
3) Staff Survey - Panorama Staff Survey (Replaced WestEd "California School Staff Survey")

Key Indicators: Staff Working Environment
Is a supportive and inviting place for staff to work?
MS= 79% HS=88%
Promotes trust and collegiality among staff.
MS=65% HS=84%
Promotes personnel participation in decision making.
MS=79% HS=82%

Key Indicators: Safety
(agree/strongly agree)
Is a safe place for staff?
MS= 76% HS=93%
Is a safe place for students?
MS=82% HS=93%
Has sufficient resources to create a safe campus?
MS=44% HS=67%

CSSS Key Indicator Targets
Is a supportive and inviting place for staff to work?
MS= 80% HS=89%
Promotes trust and collegiality among staff.
MS=66% HS=85%
Promotes personnel participation in decision making.
MS=80% HS=83%

4) Uniform Compliant Filings (Local Data)

2016-2017
0 - Board Agenda 4/19/17

2017-2018 Target 0

2018-2019 Target 0

2019-2020 Target 0

VVUHSD will be using Panorama to administer the staff school climate/safety surveys.
Targets 2018-2019
1. Support for Academic Learning - 87%
2. Student Fairness & Discipline - 79%
3. Sense of Belonging - 68%
4. Safety - 54%

VVUHSD will be using Panorama to administer the staff school climate/safety surveys.
Targets 2019-2020
1. Climate of Support for Academic Learning - 90%
2. Knowledge and Fairness of Discipline, Rules and Norms - 81%
3. Sense of Belonging (School Connectedness) - 73%
4. Safety - 61%
Planned Actions/Services

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

Action #1
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Specific Schools, AHS, SHS VVHS, CIMS, LLA, HJH, UP</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

**2017-18 Actions/Services**

(Moved to 2018-19 Goal 1, Action/Service 1.19)
Employ or continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 6, Action/Service 6.1)
Define and promote VVUHSD expectations for staff, students and parents through the following:

- Investigate programs to support customer service expectations and continue to use

**2019-20 Actions/Services**

(Moved from 2017-18 Goal 6, Action/Service 6.1)
Define and promote VVUHSD expectations for staff, students and parents through the following:

- Investigate programs to support customer service expectations and continue to use
of concepts and the eight mathematical practices.

climate data to guide the direction of classified professional development in customer service expectations.
• Provide annual training for all staff on district policies and procedures.

climate data to guide the direction of classified professional development in customer service expectations.
• Provide annual training for all staff on district policies and procedures.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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### Action #2

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

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<thead>
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<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>Resource 3010</th>
<th>Certificated Salary 1110</th>
<th>Benefits3XXX</th>
<th>Mgmt LC04</th>
<th>Site Funded</th>
<th>MS TOA 343 25% HJH</th>
<th>344 25% CIMS</th>
<th>346 25% LLA</th>
<th>435 25% UP</th>
<th>HS TOA 244 20% CIMS</th>
<th>431 20% VHS</th>
<th>434 20% SHS</th>
<th>435 20% UP</th>
<th>439 20% AHS</th>
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</thead>
</table>
### Students to be Served

<table>
<thead>
<tr>
<th>Location(s)</th>
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</thead>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

#### 2017-18 Actions/Services

(Removed from 2018-19 plan) TechEd will continue to work towards providing secure student access to our student information system to begin in Grade 7 to foster buy-in and responsibility for their own student performance.

#### 2018-19 Actions/Services

(Moved from 2017-18 Goal 7, Action/Service 7.3)

Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.

#### 2019-20 Actions/Services

(Moved from 2017-18 Goal 7, Action/Service 7.3)

Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.

### Scope of Services:

<table>
<thead>
<tr>
<th>Location(s)</th>
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</table>

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

<table>
<thead>
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<th>Location(s)</th>
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</table>

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

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</table>

Select from New, Modified, or Unchanged for 2020-21

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

### Key Indicators:

- **Grade 7** = 52%
- **Grade 9** = 42%
- **Grade 11** = 35%

- **Language Arts %**
- **Exceed (CAASPP)**
- **Gr. 7** = 53%
- **Gr. 9** = 42%
- **Gr. 11** = 35%

- **Math %**
- **Exceed (CAASPP)**
- **Gr. 7** = 31%
- **Gr. 9** = 30%
- **Gr. 11** = 28%

- **Science %**
- **Exceed (CAASPP)**
- **Gr. 7** = 32%
- **Gr. 9** = 31%
- **Gr. 11** = 29%

- **Social Science %**
- **Exceed (CAASPP)**
- **Gr. 7** = 51%
- **Gr. 9** = 48%
- **Gr. 11** = 45%

- **Wayne College/Bridge Program**
- **Enrollment**
- **Gr. 10** = 18%
- **Gr. 11** = 19%
- **Gr. 12** = 20%
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$20,000.00</td>
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<tr>
<td><strong>Source</strong></td>
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<td>Title I (District)</td>
<td>Title I (District)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>See 2017-18 Goal 1, Actions/services 1.11</td>
<td>Resource 3010 Other services 5808 Mgmt LC04</td>
<td>Resource 3010 Other services 5808 Mgmt LC04</td>
</tr>
</tbody>
</table>

### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unchanged</strong></td>
<td>(Moved from 2017-18 Goal 7, Action/Service 7.6) Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, etc. Implement / maintain district and/or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class.</td>
<td>Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, etc. Implement / maintain district and/or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class. Action has remained the same, only budget has been modified.</td>
</tr>
</tbody>
</table>

(Action/Service remove in 2018-19 plan) Employ a dedicated intervention counselor whose primary responsibility is to provide support academically (reduce grades of D or F) and socio-emotionally to grade 7 and 9 students in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish tentative goals to plan for college and career readiness.
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$6,000.00</td>
<td>$8,000.00</td>
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<tr>
<td>Source</td>
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<td>LCFF-SCG (At-Risk)</td>
<td>LCFFSCG (AtRisk)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>See 2017-18 Goal 1, Actions/services 1.1</td>
<td>Resource 0400 Instructional Supplies 4310 Other Services 5886 Mgmt LC04</td>
<td></td>
</tr>
</tbody>
</table>

Action #4

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

**Students to be Served**

- Students with Disabilities

**Location(s)**

- Specific Schools, AHS, SHS, VVHS

OR

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

**Students to be Served**

- N/A

**Scope of Services:**

- N/A

**Location(s):**

- N/A
## Actions/Services

### 2017-18 Actions/Services

(Moved to 2018-19 Goal 1 Action/Service 1.19)
Continue and expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market and collaboration and partnerships between post-secondary institutions beginning in grade 8.

### 2018-19 Actions/Services

(Moved from 2017-8 Goal 7, Action/Service 7.7)
Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.

### 2019-20 Actions/Services

(Moved from 2017-8 Goal 7, Action/Service 7.7)
Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>Amount</td>
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<tr>
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</tbody>
</table>
### Action #5

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### Actions/Services

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

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

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

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.21)
Increase the number of students applying to and being accepted to a college or university by increasing the following services:
- Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers.
- Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams.
- Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams.
- Career Center technicians will collaborate with counseling staff and help organize Career Fairs to happen at all school sites annually.

Each school site and district division will establish the following: (strategic plan)
- Organization flow chart
- Division of responsibilities
- Commonly used forms on the district website
- Flowcharts to help navigate specific commonly requested processes
- Protocols and timelines for common/annual processes, procedures and events
- Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)

Each school site and district division will establish the following: (strategic plan)
- Organization flow chart
- Division of responsibilities
- Commonly used forms on the district website
- Flowcharts to help navigate specific commonly requested processes
- Protocols and timelines for common/annual processes, procedures and events
- Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</table>

Page 244 of 282
## Action #6

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
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OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged
### 2017-18 Actions/Services

(Moved to 2018-19 Goal 1, Action/Service 1.22)

Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services:

- Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
- Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day.
- Provide 0 and/or 7th period credit recovery at the comprehensive high schools.
- Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.
- Provide transportation for students to

### 2018-19 Actions/Services

Provide annual training for classified staff in the following areas: (strategic plan)

- Customer service
- Division specific skills
- Safety protocols

### 2019-20 Actions/Services

Provide annual training for classified staff in the following areas: (strategic plan)

- Customer service
- Division specific skills
- Safety protocols
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
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</table>

...
### Action #7

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

- **Unchanged**

2017-18 Actions/Services

(Moved to 2018-19 Goal 1, Action/Service 1.23) Implement a chronic absentee intervention program district-wide called Attention 2 Attendance in order to reduce chronic

2018-19 Actions/Services

Align graduation requirements so that every student in VVUHSD will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class

2019-20 Actions/Services

Align graduation requirements so that every student in VVUHSD on a diploma track will complete the CU/CSU college entrance requirements for graduation.
absenteeism. To complement the accountability program, implement incentive programs for student attendance improvement and achievement.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td><strong>Amount</strong></td>
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<tr>
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<td>2. $57,000.00</td>
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<td>N/A</td>
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<tr>
<td>2. LCFF</td>
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<td><strong>Budget Reference</strong></td>
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</tr>
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<td>Instructional Materials 4310</td>
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<tr>
<td>Mgmt LC04</td>
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<tr>
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<tr>
<td>Mgmt LC04</td>
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</tbody>
</table>
Goal 5

VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities: N/A

Identified Need:

Bush Foundation research shows that students who successfully complete high school should be in attendance at least 97% of the days. District data indicates that we have not met the 97% threshold at all sites. Survey data and committee discussions indicate a focus on student wellness and safety while fostering positive student/adult relationships on all campuses in an area of need. (SP) Student Forums and the California Healthy Kids Survey indicate a need to foster increased student/adult relationships. District self-evaluation also indicates a streamlining of student services programs such as expulsions, SARB, PBIS, and other CWA related job functions to address concerns about disproportionality and cultural proficiency.

- Increase PBIS participation at all sites
- Foster Positive student/adult relationships and an increased sense of well-being for students based on climate surveys
- Increase pupil attendance by .5% annually
- Reduce chronic absenteeism by 2% annually
- Reduce the number of suspensions by 3% annually
### Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) District High School 9-12 Adjusted Dropout Rate</td>
<td>2015-2016 - 5.7%</td>
<td>2016-2017 - Target - 19.1%</td>
<td>Target - 3.9%</td>
<td>Target - 4.9%</td>
</tr>
<tr>
<td>Rate (Dataquest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Middle School Dropout Rate (Dataquest)</td>
<td>2015-2016 - 2.0%</td>
<td>2016-2017 Target - 0%</td>
<td>Target 1.48%</td>
<td>Target 1.0%</td>
</tr>
<tr>
<td>3) District Expulsion Data (Local Data)</td>
<td></td>
<td>2017-2018 - 65 Students</td>
<td>Target - 64 Students</td>
<td>Target - 62 Students</td>
</tr>
<tr>
<td>Reduction Target 73 Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Positive Behavior Support Interventions (Local Data)</td>
<td>2016-17</td>
<td>2017-18 Targets</td>
<td>Target</td>
<td>Target</td>
</tr>
<tr>
<td>Year 1 Cohorts = 1</td>
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<td>Year 1 Cohorts = 1</td>
<td>Year 1 Cohorts = 0</td>
<td>Year 1 Cohorts = 0</td>
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<tr>
<td>Year 2 Cohorts = 2</td>
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<td>Year 2 Cohorts = 0</td>
<td>Year 2 Cohorts = 1</td>
<td>Year 2 Cohorts = 0</td>
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<tr>
<td>Year 3 or 3+ Cohorts = 5</td>
<td></td>
<td>Year 3 or 3+ Cohorts = 7</td>
<td>Year 3 or 3+ Cohorts = 7</td>
<td>Year 3 or 3+ Cohorts = 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5) Student Survey
Panorama Student Climate Survey
(Replaced WestEd "California Healthy Kids Survey")

<table>
<thead>
<tr>
<th>Key Indicators: School Engagements &amp; support</th>
<th>CHKS Key Indicators Targets</th>
<th>VVUHSD will be using Panorama to administer the student school climate/safety surveys. Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Connectedness (high)</td>
<td>School Connectedness (high)</td>
<td>1. School Connectedness (high)</td>
</tr>
<tr>
<td>Gr. 7=52% Gr.9=39% Gr.11=35%</td>
<td>Gr. 7=53% Gr.9=42% Gr.11=36%</td>
<td>Gr. 7=65% Gr.9=50% Gr.11=47%</td>
</tr>
<tr>
<td>Academic Motivation (high)</td>
<td>Academic Motivation (high)</td>
<td>2. Academic Motivation (high)</td>
</tr>
<tr>
<td>Gr. 7=48% Gr.9=35% Gr.11=33%</td>
<td>Gr. 7=49% Gr.9=36% Gr.11=34%</td>
<td>Gr. 7=77% Gr.9=69% Gr.11=66%</td>
</tr>
<tr>
<td>Caring Adult Relationships (high)</td>
<td>Caring Adult Relationships (high)</td>
<td>3. High Expectations (high)</td>
</tr>
<tr>
<td>Gr. 7=30% Gr.9=26% Gr.11=26%</td>
<td>Gr. 7=31% Gr.9=27% Gr.11=27%</td>
<td>Gr. 7=69% Gr.9=59% Gr.11=56%</td>
</tr>
<tr>
<td>High Expectations (high)</td>
<td>High Expectations (high)</td>
<td></td>
</tr>
<tr>
<td>Gr. 7=52% Gr.9=49% Gr.11=39%</td>
<td>Gr. 7=53% Gr.9=50% Gr.11=40%</td>
<td></td>
</tr>
<tr>
<td>Meaningful Participation (high)</td>
<td>Meaningful Participation (high)</td>
<td></td>
</tr>
<tr>
<td>Gr. 7=16% Gr.9=13% Gr.11=14%</td>
<td>Gr. 7=17% Gr.9=14% Gr.11=15%</td>
<td></td>
</tr>
</tbody>
</table>

VUHSD will be using Panorama to administer the student school climate/safety surveys. 2019-2020 Targets
1. Climate of Support for Academic Learning - 70%
2. Safety - 69%
3. Knowledge and Fairness of Discipline, Rules and Norms - 60%
4. Sense of Belonging (School Connectedness) - 53%
6) Parent Survey - Panorama Family Survey (Replaced WestEd "California School Parent Survey")

Key Indicators:
(agree/strongly agree)
School is a safe place for my child.
MS= 84% HS= 90%
School has adults that really care about my child.
MS=87% HS=85%
School treats students with respect.
MS=91% HS=87%
Harassment or bullying of students (somewhat a problem, large problem).
MS=37% HS=25%

California School Parent Survey Key Indicators
Targets
School is a safe place for my child.
MS= 85% HS= 91%
School has adults that really care about my child.
MS=88% HS=86%
School treats students with respect.
MS=92% HS=88%
Harassment or bullying of students (somewhat a problem, large problem).
MS=36% HS=24%

VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys.
Targets 2018-2019
1. Support for Academic Learning - 89%
2. Student Fairness & Discipline - 87%
3. Sense of Belonging - 85%
4. Safety - 81%

VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys. Targets 2019-2020
1. Climate of Support for Academic Learning - 93%
2. Sense of Belonging (School Connectedness) - 93%
3. Knowledge and Fairness of Discipline, Rules and Norms - 90%
4. Safety - 89%
7) Staff Survey - Panorama Staff Survey (Replaced WestEd "California School Staff Survey")

Key Indicators: Staff Working Environment
Is a supportive and inviting place for staff to work?
MS= 79% HS=88%
Promotes trust and collegiality among staff.
MS=65% HS=84%
Promotes personnel participation in decision making.
MS=79% HS=82%

Key Indicators: Safety
(agree/strongly agree)
Is a safe place for staff?
MS= 76% HS=93%
Is a safe place for students?
MS=82% HS=93%
Has sufficient resources to create a safe campus?
MS=44% HS=67%

CSSS Key Indicator Targets
Is a supportive and inviting place for staff to work?
MS= 80% HS=89%
Promotes trust and collegiality among staff.
MS=66% HS=85%
Promotes personnel participation in decision making.
MS=80% HS=83%

VUVHSD will be using Panorama to administer the staff school climate/safety surveys.
Targets 2018-2019
1. Support for Academic Learning - 87%
2. Student Fairness & Discipline - 79%
3. Sense of Belonging - 68%
4. Safety - 54%

VUVHSD will be using Panorama to administer the staff school climate/safety surveys.
Targets 2019-2020
1. Climate of Support for Academic Learning - 90%
2. Knowledge and Fairness of Discipline, Rules and Norms - 81%
3. Sense of Belonging (School Connectedness) - 73%
4. Safety - 61%

8) District Attendance Rate (Local Data)
2016-2017 - 95.12%
2017-2018 Target - 95.62%
Target - 98%
Target - 98%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9) District Annual Suspensions Rates (Dataquest)</td>
<td>New metric for 2017-2018</td>
<td>2016-2017 District 10.7% English Learners 9.8% Foster Youth 21.6% Homeless 10.3% Low Income 11.4% Special Needs 19.4% African American 18.6% Hispanic 8.1% Two/More Races 17.2% White 10.0%</td>
<td>2017-2018 Data Release Target District 7.7% English Learners 6.8% Foster Youth 18.3% Homeless 7.3% Low Income 8.4% Special Needs 16.4% African American 15.6% Hispanic 5.1% Two/More Races 14.2% White 7.0%</td>
<td>2018-2019 Data Release Target District 7.7% English Learners 5.8% Foster Youth 16.0% Homeless 12.0% Low Income 6.9% Special Needs 14.1% African American 15.0% Hispanic 5.1% Two/More Races 12.0% White 7.0%</td>
</tr>
<tr>
<td>10) Graduation Rate Indicator District-wide (California School Dashboard)</td>
<td>2015-2016 -82.8%</td>
<td>2016-2017 - Target 87.8%</td>
<td>Target TBD per the California School Dashboard Fall 2018 Release</td>
<td>2019-2020 Target 86.2 (California School Dashboard)</td>
</tr>
<tr>
<td>11) District Chronic Absenteeism Rate</td>
<td>2016-2017 (Local Data) 7.05%</td>
<td>2017-2018 (Local Data) Chronic Absenteeism Reduction Target 6.05%</td>
<td>2018-2019 (California School Dashboard) Chronic Absenteeism Reduction Target 12.5%</td>
<td>Chronic Absenteeism Reduction Target 12.5%</td>
</tr>
</tbody>
</table>

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

**Action #1**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Modified

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

- Modified

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

- Unchanged

**2017-18 Actions/Services**

- (Moved to 2018-19 Goal 3, Action/Services 3.1) Establish various Adhoc professional

**2018-19 Actions/Services**

- (Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will

**2019-20 Actions/Services**

- (Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will
development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.

establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.

establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<td>See 2017-18 Goal 1, Action/service 1.7</td>
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### Action #2

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

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

<table>
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<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
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<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Unchanged

**2017-18 Actions/Services**

(Moved to 2018-19 Goal 3.2)
Action/Service Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants or other services to support staff professional development.

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

Modified

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 6, Action/Service 6.2).
Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Partnership with the SBCSS to institute BrightBytes as an Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners.

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

Modified

**2019-20 Actions/Services**

Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Explore the use of Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth, students with disabilities, and English learners.

**Budgeted Expenditures**
### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
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**OR**

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

<table>
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<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
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</table>
## Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
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</thead>
<tbody>
<tr>
<td>Modified</td>
<td>New</td>
<td>Unchanged</td>
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</tbody>
</table>

### 2017-18 Actions/Services

(Moved to 2018-19 Goal 3, Action/Service 3.3)

Provide professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and indicators. Allow for consultants and conferences to provide expert professional development along with provide extra duty for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development.

### 2018-19 Actions/Services

Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.

### 2019-20 Actions/Services

Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<td>Budget Reference</td>
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</table>

Action #4

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

Students to be Served: All Students

Location(s): All Schools

OR

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

Students to be Served: N/A

Scope of Services: N/A

Location(s): N/A
## Actions/Services

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

- **Unchanged**

2017-18 Actions/Services

(Moved to 2018-19 Goal 2, Action/Service 2.10)

Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.

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

- **New**

2018-19 Actions/Services

Explore and/or expand programs at school sites to include peer to peer student support.

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

- **Unchanged**

2019-20 Actions/Services

Explore and/or expand programs at school sites to include peer to peer student support.

## Budgeted Expenditures

<table>
<thead>
<tr>
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<td>Title I (District)</td>
<td>Title I (District)</td>
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</table>
### Action #5

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services
## Select from New, Modified, or Unchanged for 2017-18

**Unchanged**

## 2017-18 Actions/Services

(Moved to 2018-19 Goal 3, Action/Service 3.4) Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators.

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

**Modified**

## 2018-19 Actions/Services

(Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

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

**Unchanged**

## 2019-20 Actions/Services

(Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

**Note:**
- **Select from New, Modified, or Unchanged**
- **2017-18 Actions/Services**
- **2018-19 Actions/Services**
- **2019-20 Actions/Services**
- **Budgeted Expenditures**

---

**9/11/2019**

**Page 264 of 282**
<table>
<thead>
<tr>
<th>Action #6</th>
</tr>
</thead>
</table>

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

**Students to be Served** | **Location(s)**
--- | ---
N/A | N/A

---

**OR**

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

**Students to be Served** | **Scope of Services:** | **Location(s)**
--- | --- | ---

---

Page 265 of 282
**Actions/Services**

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

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

Action/Service 5.6 was not included in the 2017-18 LCAP.

**2018-19 Actions/Services**

(Moved from 2017-18 Goal 1, Action/Service 1.13).

Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.

**2019-20 Actions/Services**

Employ intervention teachers to target student social-emotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.

---

**Budgeted Expenditures**

- **English Learners, Foster Youth, Low Income**
  - Schoolwide
  - Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, CIMS, Hook JH,

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

- **2017-18 Actions/Services**
  - Action/Service 5.6 was not included in the 2017-18 LCAP.

- **2018-19 Actions/Services**
  - (Moved from 2017-18 Goal 1, Action/Service 1.13).

- **2019-20 Actions/Services**
  - Employ intervention teachers to target student social-emotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.
### Action #7

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
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</table>

OR
### Actions/Services

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

- N/A

#### 2018-19 Actions/Services

- N/A

#### 2019-20 Actions/Services

- Based on potential funding resources, VVUHSD will explore hiring a Director of Comprehensive Student Support and Child Welfare & Attendance to review student suspension and expulsion data, administer all expulsion procedures, review inter and intra district transfers, coordinate/conduct attendance and suspension interventions, coordinate independent study programs, assist with GED program development, assist with foster youth support programs, McKinney Vento support programs, District Liaison for County Probation, 504 LEA Coordinator, student Title IX issues, supervise and provide support for district-...
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>N/A</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

wide PBIS implementation, support a district parent engagement center, address OCR and disproportionality issues with targeted groups and collect/review a variety of data related to LCAP. The Director of Comprehensive Student Support (CWA) will review all district-wide data monthly, with a focus identifying the highest number of Ed Code infractions for the purpose creating and monitoring appropriate interventions. During the implementation of PBIS, data will be used to modify and employ behavior expectation standards at each school site as well as maintain an updated district-wide discipline matrix outlining interventions and restorative justice practices.
### Action #8

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Schools, Silverado HS, Adelanto HS</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>School sites will have the opportunity to use supplementary funding to contract Licensed Family &amp; Marriage Therapist for schools with suspension and expulsion data that indicates additional support and interventions are</td>
</tr>
</tbody>
</table>
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>$69,680.00</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Tile I (Site)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Resource 3010: Other Contracted Services 5808: LC05</td>
</tr>
</tbody>
</table>

needed in the area of social-emotional learning.
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,421,787.00</td>
<td>17.65%</td>
</tr>
</tbody>
</table>

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.

The percentage by which, increased or improved services must increase, is estimated at 17.65% over the LCAP year. The Victor Valley Union High School District LCAP Goals, Action and Services recognizes the needs of these at-risk students that comprise approximately 83% of our student population based on socioeconomically disadvantaged data. The school sites support the LCAP goals by establishing their Single Plans for Student Achievement to align with the action and services and provide direct services. The district uses LCFF, and titled funds through the LCAP to support the school sites when implementing the actions and services such as supplemental instructional materials, career support staff, intervention teachers, intervention counselors, technology, contract college and career readiness support, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exams prep, study trips and advanced placement tutorials. In addition, the district has allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies and expanded student support for success through socio-emotional focus on PBIS, and other student wellness programs. All targeted
actions/services are geared to increase student academic achievement and school connectedness.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$26,746,701.00</td>
<td>31.29%</td>
</tr>
</tbody>
</table>

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.

The percentage, by which services must be increased or improved, is estimated at 31.29% over the 2018-2019 LCAP year. Currently, the 2018-2019 LCAP reflects $5,449,505.00 of the district’s LCFF-SCG which is 20% of the total grant. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2018-19 plan and consolidate the types of services provided to unduplicated students.

In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 11 of the 29 actions and services. The actions/services that directly impact academic achievement include:

- Supplementary intervention instructional materials (6,13)
- Revisions to instructional program materials to increase access for targeted students (7)
- Increased access to standards based adoptions and materials (9)
- Increased programs in CTE to ensure career readiness for all levels of learners (8)
- Improved use of technology with dedicated devices/equipment for intervention (11)
- Additional educational technology staff to support the increasing number for students needing learning technology support (14)

As for the support provided beyond classroom instruction, action and services include:

- The addition of intervention counselors and expanded support programs (1)
- An English learner Coordinator to ensure EL student support district wide (5)
• A focus on college and career readiness with increased college visits and career fair attendance (10)
• Increased focus on transition programs for our at-risk students (25)
• The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)

Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled. In total, the district has dedicated $4,294,506.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

-In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in five of the eleven actions and services. The actions/services that directly impact parent and student engagement of targeted students include:
• A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
• Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
• Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
• The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).

There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2017-2018 LCAP year.
• The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth.
• VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education disproportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support.

In total, the district has dedicated $992,609.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 2.

-In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one
action/service that targets unduplicated students. Action/service 3 has dedicated $6,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

-In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in three of the six actions and services. The actions/services that directly impact academic achievement include:

- Implementation of an early warning system to provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners (2)
- Identification and training of district and school site homeless and foster youth liaisons (5)
- Employment of school site intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (6)

In total, the district has dedicated $48,406.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2018-2019 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:

-VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2018-2019 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.

- The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, McKinney-Vento Students and Homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district LCFF-SCG. The amount the district supplements the transportation program is approximately $3,842,021.00. This is not a current action/service for the 2018-2019 LCAP but is funded from SCG and comprises an additional 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.

- The district supplements the nutritional services program for low income students by providing support staff and other resources which encourage
them to participate in the breakfast and lunch programs, helping to focus on learning rather than immediate needs, such as hunger. The supplementary LCFF-SCG funds include approximately $3,830.00 This is not a current action/service for the 2018-2019 LCAP but is funded from SCG.

- Instructional materials and supplies, beyond the $5,000.00 in the 2018-19 LCAP, for our low income students are purchased from LCFF-SCG in order to make sure every student has the tools needed to perform in class. Backpack, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately $33,095.00 was spent on target groups in 2017-2018 and will be set aside again for the 2018-19 school year. This is not a specific action/service for the 2018-2019 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.

- LCFF-SCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. In addition to the $154,747.00 in the current 2018-19 plan, LCFF-SCG funds are also allocated to support English Learners in the amount of $561,291.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.

- VVUHSD fully funds a robust and growing Career Technical Education program at six of the eight schools in the district though LCFF-SCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2018-19 LCAP includes $815,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and even earn certification in a career, that will support them after high school. The school sites support the LCAP goals by establishing Single Plans for Student Achievement, which align with the actions and services, and provide direct services. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at-risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials.

In addition, the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.
**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$29,140,112.00</td>
<td>31.78%</td>
</tr>
</tbody>
</table>

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).

The percentage, by which services must be increased or improved, is estimated at 31.78 over the 2019-2020 LCAP year. Currently, the 2019-2020 LCAP reflects $7,637,490.00 of the district’s LCFFSCG which is 26% of the total SCG. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2019-2020 plan and consolidate the types of services provided to unduplicated students.

In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 14 of the 29 actions and services. The actions/services that directly impact academic achievement include:

- Supplementary intervention instructional materials (6,13)
- Revisions to instructional program materials to increase access for targeted student populations (7)
- Increased access to standards based adoptions and materials (9)
- Increased programs in CTE to ensure career readiness for all levels of learners (8)
- Improved use of technology with dedicated devices/equipment for intervention (11)
- Additional educational technology staff to support the increasing number for students needing learning technology support (14)

As for the support provided beyond classroom instruction, action and services include:

- The addition of intervention counselors and expanded support programs (1, 20)
- An English learner Coordinator to ensure EL student support district wide (5)
- A focus on college and career readiness with increased college visits and career fair attendance (10)
• Increased focus on transition programs for our at risk students (25)
• The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)
• Provide transportation for at risk student populations to help reduce chronic absenteeism and increase graduation rates. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate (29)
• Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled.

In total, the district has dedicated $5,849,433.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in 7 of the 12 actions and services. The actions/services that directly impact parent and student engagement of targeted students include:
• A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
• Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
• Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
• The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).

There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2018-2019 LCAP year.
• The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socioemotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth (11).
• VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education disproportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support (1).
• Employ a board certified behavioral analyst to support students with disabilities at at-risk students in providing interventions and support (12) 
In total, the district has dedicated $416,789.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 2.

In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one action/service that targets unduplicated students. Action/service 3 has dedicated $8,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in 4 of the 6 actions and services. The actions/services that directly impact academic achievement include:
• Implementation of an early warning system to provide real time data on at risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth and English learners (2) 
• Identification and training of district and school site homeless and foster youth liaisons (5) 
• Employment of school site intervention teachers to target student socioemotional well-being and reduce behavior incidents on campus of target groups (6) 
• Employment of Director of Comprehensive Student Support and Child Welfare & Attendance to monitor, manage, and review all suspensions, expulsions, transfers, independent study programs, and foster youth support programs, and act as the District Liaison for County Probation and 504 LEA Coordinator (7) with the funding pending.
In total, until the district makes a decision regarding the Director of CSS/CWA, the district has dedicated $20,000.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2019-2020 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:
- VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2019-2020 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.
- Instructional materials and supplies, beyond the $44,806.00 in the 2019-2020 LCAP, for our homeless, foster and low income students are purchased from LCFFSCG in order to make sure every student has the tools needed to perform in class. Backpacks, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately $43,501.00 was spent on target groups in 2018-2019 and will be set aside again for the 2019-2020 school year. This is not a specific action/service for the 2019-2020 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.

- LCFFSCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. LCFFSCG funds are also allocated to support English Learners in the amount of $233,174.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.

- VVUHSD fully funds a robust and growing Career Technical Education program at all of the eight schools in the district though LCFFSCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2019-2020 LCAP includes $814,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and earn certification in a career, that will support them after high school.

Beyond the LCAP goals, actions and services, the supplementary and concentration grant (SCG) funding is used to continue to provide students a robust and well-rounded educational program. VVUHSD invests $1,511,480.00 in the increased instructional time through the use of targeted RTI through a variety of structures, including a support period at Hook Junior High and Victor Valley High built into the master schedule, that involves all teachers and students at the school site. RTI support structures exist at all school sites in the form of math and English support classes which equate to $544,826.00 of SCG funding. SCG funding in the amount of $2,282,432.00 is provided to continue to fund supplementary program staff, class periods, and materials for the AVID program and the Advanced Placement program. SCG funding has been used to expand supplementary programs such as CTE and visual and performing arts accounting for $6,483,083.00 to revive these programs which had experienced a reduction in offerings prior to LCFF. Project Lead the Way is a supplementary career technical program, offered specifically at Cobalt Institute of Math and Science, whose base program funding is from SCG in the amount of $21,493.

SCG Funding has also allowed VVUHSD to explore new educational settings for students to provide for a smaller, personalized setting with specific educational goals. The first of these was a ground-breaking, themed school of choice called University Preparatory School. The district has invested
$3,946,942.00 to sustain this unique school of choice setting for students and families, to provide them a unique educational experience beyond the traditional secondary setting, serving grades seven through twelve. The success of University Preparatory School led to the investment of $3,431,064.00 of SCG funding to expand Cobalt Middle School to a school of choice as well, becoming Cobalt Institute of Math & Science and Lakeview Middle School expanding to Lakeview leadership Academy. Currently Cobalt Institute of Math & Science serves grades seven through twelve, and Lakeview Leadership academy serves grades seven through eleven, with grade 12 coming on board during 2020-2021. The use of SCG funding has provided additional staffing and base program materials to continue to support and expand the schools of choice in VVUHSD.

Personnel is also a method to increase and improve services. Since the introduce of the LCFF, VVUHSD has expanded staffing to provide four additional counselors to increase the number of general education counselors at Silverado High School, University Preparatory School, Cobalt Institute of Math & Science and Lakeview Leadership Academy. This accounts for $432,856.00 of SCG funding. Library technicians have been rehired at all school sites through SCG funding in the amount of $587,037.00. The district established a Central Enrollment program which includes extensive support services for foster youth and homeless youth. This center includes a manger who conducts specific outreach to the homeless liaisons at the school sites to identify foster youth and ensure they receive the services they need to provide them with the tools to be successful in school. The district invests $253,615.00 in personnel and support services to meet the needs of this identified target group.

VVUHSD also invests $618,669.00 in SCG funding to continue to provide a robust and targeted support program for the English Learners. The program includes support classes and beyond the school day tutoring, and other services beyond what Title III funding provides. A secondary target group that encroaches significantly beyond state and federal funding is the supplemental transportation of special education students for work experience/life experience community based trips, as well as some home to school transportation. The encroachment amounts to $687,988.00 dollars.

The final area in which VVUHSD has invested supplemental and concentration grant funding is in the number of instructional minutes provided to our students during the school day. For the new instructional year, VVUHSD will invest in 5 additional student contact minutes by teachers, which will result in the cost of $701,137.00.

The school sites support the LCAP goals by establishing a Single Plan for Student Achievement, which aligns with the actions and services and provides direct services to students. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning,
Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials. In addition, the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.

In general, VVUHSD has identified $7,637,490.00 in supplemental and concentration grant funding in the goals, actions and services for the 2019-2020 LCAP, as well as invested $21,502,622.00 in supplemental programs, personnel and services as identified above.
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

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

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

The total revenue projected for Chaffey Joint Union High School District is $297,288,032, of which $255,658,466 is Local Control Funding Formula (LCFF), $18,724,105 is other state funds, $11,827,380 is local funds, and $11,078,081 is federal funds. Of the $255,658,466 in LCFF Funds, $34,600,124 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

Chaffey Joint Union High School District plans to spend $310,043,452 for the 2019-20 school year. Of that amount, $59,908,653 is tied to actions/services in the LCAP and $250,134,799 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the 2019-20 budget includes salaries and benefits totaling over $263 million. While a significant number of LCAP actions and services include people, the majority of salary and benefits expenses are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are partially included depending on the goal. The LCAP describes actions and services that are based on identified needs of students with corresponding funds to meet District goals.

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

In 2019-20, Chaffey Joint Union High School District is projecting it will receive $34,600,124 based on the enrollment of foster youth, English learner, and low-income students. Chaffey Joint Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Chaffey Joint Union High School District plans to spend $37,378,011 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

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

In 2018-19, Chaffey Joint Union High School District's LCAP budgeted $32,933,303 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District estimates that it will actually spend $35,760,916 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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Chaffey Joint Union High School District

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2017-20 Plan Summary

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

As one of the largest and most successful high school districts in California, the Chaffey Joint Union High School District serves the diverse communities of Ontario, Montclair, and Rancho Cucamonga, as well as parts of Upland, Pomona, Fontana, and Mt. Baldy. The District serves nearly 24,000 students attending eight comprehensive high schools, an alternative education center, which includes continuation, online, and community day high schools, and an adult school. The District’s works diligently to fulfill its vision: *All Chaffey Joint Union High School District students will graduate ready for college and careers.*

To maximize opportunities for students and staff, the District has established five strategic goals in its Local Control and Accountability Plan:

1. *All CJUHSD students will demonstrate college and career readiness.*
2. *CJUHSD will provide meaningful professional development in research-based strategies and technology implementation to improve classroom instruction and support increases in student achievement.*
3. *CJUHSD will provide safe and caring campus environments that engage students in their schools.*
4. *CJUHSD will provide effective communication and strong relationships with all stakeholders.*
5. *CJUHSD will provide fiscal solvency and transparency for all stakeholders.*

The Chaffey District encompasses 170 square miles and includes the following high schools: Alta Loma, Chaffey, Colony, Etiwanda, Los Osos, Montclair, Ontario, Rancho Cucamonga, the Alternative Education Center, and the Adult School. The District works closely with seven K-8 districts to ensure that all students experience a smooth and engaging transition from eighth grade to high school.
Stable and visionary leadership from the Superintendent and Board of Trustees guides the District in the pursuit of the District's vision and its five LCAP goals. Success for all students always remains in the forefront of the District's mission.

The demographics of the student body representing the 13 student groups on the California School Dashboard reflect a diverse community (data as of 2018-2019 Census Day):

- 64.1% Hispanic/Latino
- 16.2% White
- 7.6% African American
- 6.4% Asian
- 2.1% Filipino
- 2.4% Multiple/no response
- .4% American Indian/Alaskan Native
- .6% Hawaiian/Pacific Islander
- 11.2% Special Education
- 4.8% Homeless

Meanwhile, the District ensures that its goals, actions, and services provide for the needs of its unduplicated pupils (UPP):

- 61.2% Low Income (LI)
- 6.8% English Learners (EL)
- .4% Foster Youth (FY) (102)

The California School Dashboard reports the District’s student achievement data and its commitment to fulfilling the Eight State Priorities. The public can review the District's continuous improvement efforts as reported on State and Local Indicators on the Dashboard. While public education accountability systems and metrics have evolved significantly in the state of California in the past 10 years, the Chaffey District continues to prioritize several, including freshmen success, A-G completion, and access to Advanced Placement classes and exams. The illustration below shows the gains students have made on these three metrics in addition to the District's latest status on the Dashboard.

The District continues to engage all stakeholder groups in discussion about the Dashboard and its importance and meaning to its schools and District. District and site administrators, teachers, and counselors continue to provide orientations to parents, students, community, and staff to increase familiarity with the Dashboard and other essential achievement measures. The District's goals continue to evolve with the Dashboard to ensure that students receive equitable access to quality educational programs and support.

The District values its partnerships with the community and believes strongly in the collective power that schools, families, and local associates have in ensuring the lifelong success of every student. Each year, it hosts community events at the District Office and on school sites to engage in dialogue and gather input. Families are invited to serve as collaborators in committees and forums which include English Language Advisory Committees at District and site levels (DELAC, ELAC), Parent Teacher and Student Associations (PTSA, PTA), LCAP Advisory Committee, School Site Council (SSC), Coffee with the Principal, and numerous parent trainings. Additionally, the District welcomed over 160 guests to its first Family and Community Engagement event in January 2019. These
endeavors support community environments worthy of our families, and they forge solid community and school partnerships.

Furthermore, the District works collaboratively with local colleges, universities, and municipalities to develop relationships that benefit students, families, schools, and the community. For example, the District has secured memorandums of understanding (MOUs) that provide graduates who meet established entrance requirements, such as A-G completion and GPA minimums, with guaranteed admission to California State University, San Bernardino; California State University, Bakersfield; California Polytechnic University, Pomona; University of La Verne; University of Redlands; Azusa Pacific University; Grand Canyon University; and California Baptist University. Additionally, the District associates with community colleges in the area, including Chaffey College, Mt. San Antonio College, and Norco College, on a variety of initiatives, such as dual enrollment, that benefit students. The District also works in cooperation with the cities of Ontario and Montclair on their initiatives -- Ontario Promise and Montclair to College -- that provide free tuition to local community colleges after graduation. These efforts ensure that students have post-secondary opportunities that will provide them with the skills and education necessary to become contributing members of the community.

To support this effort, the District provides college and career readiness endeavors that include career interest assessments and programs, access to Baldy View Regional Occupational Programs (BVROP), college and career fairs and other events, work experience programs, and curriculum that develops employability, life, and learning skills. In all, these programs provide students with technology skills, career exploration, employability skills, life and learning skills (TCELL), and the foundation needed for post-secondary pursuits.

While prioritizing academic achievement, the District’s schools also cultivate rich cultures and environments that support students and provide them with meaningful developmental experiences beyond the classroom. These include robust arts and athletic programs, student leadership and mentorship organizations, clubs, and social events like dances and rallies. Additionally, the District prioritizes the social and emotional well-being of students by providing guidance and outreach services as well as connections to community resources to support students and families.

Throughout the LCAP, there are references to the California School Dashboard, the District’s vision and goals, and specific metrics including A-G completion, progress on CAASPP, graduation rates, English learner progress, and freshmen success data that illustrate the District’s commitment to student achievement and success. Likewise, there are references to the needs of the whole student, such as the District’s commitment to training all staff to ensure that they are well prepared to provide the education, guidance, and support students deserve.

The Chaffey District appreciates the opportunity to assess annually its successes and areas for growth by working with all stakeholder groups. As a result, students and communities will continue to thrive.
All CJUHSD students will graduate ready for college and careers

10 years of increasing A-G completion

2009: 24.8%
2010: 26.7%
2011: 31.9%
2012: 37.6%
2013: 40.6%
2014: 45.9%
2015: 49.1%
2016: 55.5%
2017: 58.6%
2018: 63.9%

10 years of decreasing freshmen failure

2009: 18%
2010: 22.4%
2011: 20.6%
2012: 18.2%
2013: 16.2%
2014: 16.2%
2015: 13%
2016: 12.8%
2017: 9.4%
2018: 9.1%

Chaffey Joint Union High School District

2018 California School Dashboard

State Indicators

- Graduation Rate: Yellow
- College/Career: Yellow
- English Language Arts: Green
- Mathematics: Yellow
- Suspension Rate: Green

Local Indicators

- Basics: Teachers, Instructional Materials, Facilities: Standard Met
- Implementation of Academic Standards: Standard Met
- Parent Engagement: Standard Met
- Local Climate Survey: Standard Met
- Access to a Broad Course of Study: Standard Met
- English Learner Progress: No Performance Color

Advanced Placement

AP increases since 2009

43% increase - students taking an AP exam
48% increase in number of exams taken
50% increase in exams passed
LCAP Highlights

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

The 2019-2020 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional learning for the District’s staff, evaluating and improving school culture and climate, and offering meaningful family and community engagement activities. The District resolves to provide excellent educational opportunities to students and families while remaining fiscally responsible and prudent.

Additionally, the LCAP outlines the District’s commitment to demonstrating continuous improvement on the state and local indicators reported on the California School Dashboard. Throughout the LCAP, references to State indicators (graduation rate, academic achievement in English language arts and mathematics, suspension rate, English Learner progress, and college/career readiness) will describe student achievement progress.

Actions and services reference programs, interventions, personnel, and initiatives that enable the District to demonstrate student achievement, equitable support for all students, and local decision-making that reflect the needs of the community and students. Likewise, the LCAP shows the District's efforts to meet all requirements of the local indicators as well, which include basic school services, implementation of academic standards, parent engagement, school climate, and broad course of study.

The LCAP highlights growth on important metrics and illustrates the connection between student achievement, implementation of programs and strategies, and resources and expenditures that support the District's efforts. The LCAP also outlines the proven and effective actions and services that contribute to demonstrable growth in student achievement. The LCAP maintains those actions and services that continue to have a positive impact on student achievement and those that support the District's vision and goals. Additionally, the LCAP reflects several actions and services that will supplement the steps the District has taken to support students and staff. Several actions and services funded by such initiatives as the College Readiness Block Grant (CRBG) between 2016 and 2019 aligned with the District's endeavors. With the expiration of the CRBG, the District seeks ways to maintain valuable actions and services for students by utilizing other revenues, such as Title IV and the Low-Performing Students Block Grant.

Sustainable actions and services include the following:

- support for AVID and other instructional programs at all comprehensive high schools
- support staff at the District and school levels to ensure that students and families have access to college and career guidance and information
- professional learning initiatives to support improved instruction and increased student achievement
- access to quality instructional materials and technology for all students
- access to support and interventions for all students
- access to support and programs that benefit unduplicated students resources and support personnel that work to fulfill the District's college and career readiness vision
- communication strategies to ensure parents are provided with consistent and updated information about student progress and parent training opportunities

Finally, the LCAP prioritizes and references all Eight State throughout the plan. The District strives to improve progress on each Dashboard indicator, and the District and school sites will continue to work with stakeholders to enhance understanding of and access to the Dashboard.
In short, the District remains steadfast in its efforts to increase student achievement and provide advantages for all students.

Review of Performance

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

Greatest Progress

The District is very proud of its continuous improvement efforts that have resulted in increases in student achievement and success. The release of the California School Dashboard in December of 2019 provided the District and its school sites an opportunity to reflect upon progress made on state and local indicators. In its Annual Update to the Local Control and Accountability Plan Advisory Committee on Feb. 7, 2019, the District provided a comprehensive overview of progress toward its goals.

Careful planning and strategic decision-making lead to actions and services that target these goals and student groups. Several support programs contribute to continuous improvement on the metrics outlined in this section. These efforts include Saturday school, summer school, before and after school classes, credit recovery, targeted tutoring, additional guidance, Response to Intervention (RtI) strategies, and programs that support specific needs of students, such as Read 180.

On the California School Dashboard, the District achieved a medium (or yellow) performance level with an 89.8% graduation rate, a slight increase of .1%. However, the District’s graduation rate surpasses that of the state (by more than 6%) and county. All student groups also surpassed state and county averages. Graduation rates of unduplicated students groups (EL, FY, LI) all increased in 2018, and students with disabilities graduates increased by 1.2% to 73.6%.

Participation in programs that support academic achievement continues to surge. For example, enrollment in Advancement Via Individual Determination (AVID) programs across the District has increased by 35% since 2016 with 2,448 students enrolled in AVID classes in 2018-2019. These students are provided with the rigorous courses and support needed to provide them the educational skills and foundation needed to matriculate to a four-year university. In addition, the District’s honors and Advanced Placement programs offered additional opportunities for students to take AP courses, including new courses in the District, like AP Human Geography. Over 4,300 students participated in the AP program in 2018, taking over 8,800 exams. The participation rate has increased by 8% in eight years. Meanwhile, the pass rate remains steady at 58%.

In addition, students successfully completing the A-G requirements, which provide eligibility to enter a California State University or University of California school, increased to 63.9%, a 5.3% gain. This is among the highest rate among all Districts in San Bernardino County. These trends are also seen among Low Income, English Learners, and Foster Youth students. For example, Reclassified Fluent English Proficient (R-FEP) students achieved a 68% A-G completion rate and Low Income students completed A-G at a 59%. These percentages are comparable to the overall achievement of all students. The District continues to examine strategies for English learners to provide pathways for A-G completion. With 12.7% of ELs completing A-G requirements, our school and District leaders know there is more to be done to support this student population. The data shows that
students have a better chance of completing A-G requirements when they achieve reclassification. As such, the District will continue to work with its feeder school districts and school sites to provide resources, implement strategies and programs, and monitor progress to help students earn reclassification. The District also continues to see success with a mentorship program in place at its Title I schools that provides academic support for freshmen in English, biology, and math classes.

Another focus of the District is to minimize the number of freshmen students who finish their first year credit deficient. An internal study of freshmen achievement ten years ago indicated that students who finish their freshman year with 45 or fewer credits had a 50% chance of graduating. As a result, the District continues to provide support and interventions to assist freshmen in their transition to high school and in their academic courses. Since the initial study, the percentage has decreased substantially. The District has seen a 20% reduction in the number of freshmen who are credit deficient over the past ten years. The figure improved to 9.1% in 2018. At the end of the first semester this year, just 4.8% of freshmen had earned fewer than 20 credits.

Preparing for the 2018-2019 school year, the District leadership and principals established freshmen success and A-G completion as two primary achievement goals. Throughout the LCAP, resources will continue to facilitate student achievement on these two metrics. The District expects that these measures will have substantive relevance on the California School Dashboard within various indicators including graduation rate, college and career preparedness, and school climate.

The District is also proud of the significant increases in parent engagement efforts, parent trainings, and involvement at each of its school sites. A full-time Director of Community Relations works with parent groups and all sites to develop opportunities for parents to participate in District and school decision-making and to take advantage of parent training opportunities at the District and each school site. The District knows that it needs the support of parents to continue to see positive and increasing outcomes for students. As such, the District invested in several key stakeholder engagement endeavors. For example, the District allocated College Readiness Block Grant (CRGB) funds to provide additional support and guidance for parents who need academic and college counseling for their students. This resulted in programs on every school site that provided parents with training opportunities to learn about A-G completion, enrollment processes at local colleges and universities, Free Application for Federal Student Aid (FAFSA) completion and financial aid, guaranteed admissions agreements the District has with seven universities, and more. Attendance and participation among parents increased District-wide based on mid-year data with approximately 760 parents serving on committees by mid-term this year (school site councils, English Language Advisory Committees, PTSA), and over 8,000 parent and family members (duplicative sign-ins) participating in training opportunities by mid-year.

Throughout this document, the District has allocated actions, services, and expenditures so that it can maintain or build upon these successes. These include strategies and programs that drive increases in graduation rate, A-G completion, freshmen success, and continuous improvement on the Dashboard’s state indicators, such as graduation rate and performance on CAASPP. In addition, the District will continue efforts to increase parent engagement as outlined in Goal 1: All CJUHSD students will demonstrate college and career readiness, and Goal 4: CJUHSD will provide effective communication and strong relationships with all stakeholders.

**Efforts will include:**
Access and interventions to A-G courses for all student groups, intervention programs, credit recovery, before and after school classes, tutoring programs, mentorship and academic support for EL and at-risk students, AVID programs, summer school, ongoing professional development, parent training and participation opportunities, and more.
The District continues to work collectively with all stakeholders to shape its goals, actions, and services around the California School Dashboard and Eight State Priorities.

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

Greatest Needs

The Chaffey Joint Union High School District's state indicators have no overall red or orange performance levels. Additionally, the District has met standards on all local indicators.

However, the District qualified for differentiated assistance from San Bernardino County as a result of data reported on state indicators in two priority areas: pupil achievement (performance on CAASPP) and school climate (suspension rate).

Performance on ELA - CAASPP - 16 foster youth students averaged 80.4 points below standard, a decline of 69.9 points in 2018 from the previous cohort of foster youth students.

Performance on math - CAASPP - 16 foster youth students averaged 159.2 points below standard, a decline of 84.9 points from the previous cohort of foster youth students.

Suspension rate - 22.4% of 219 foster youth students (cumulative enrollment) were suspended at least once, an increase of 5.8%

This data results in red performance levels on each of these indicators. To increase support of foster youth, the District engaged in needs assessment and root cause analysis to determine actions and services that will increase support and achievement of foster youth students.

Although the performance level on the suspension rate indicator accelerated from yellow to green by decreasing the rate by .6% to 4.4%, some student groups are still suspended at a higher rate than others, as illustrated by foster youth. While no other student group demonstrates suspension at a high rate as marked by a red performance level, African Americans, students of two or more races, and Pacific Islanders were suspended at ranges that place them in the orange performance level.

In response, the District will continue to examine student discipline practices and strive to improve methods to provide other means of correction. In 2019-2020, the District will enhance its comprehensive mental health and wellness plan that will address the wide array of needs students have. Ongoing Districtwide staff training on cultural awareness will assist in understanding and responding to student behavior. One District school is implementing Positive Behavioral Interventions and Supports (PBIS), and staff Districtwide are beginning to attend Restorative Justice trainings. Finally, the District began training site leaders and staff in April 2019 in the implementation of social and emotional learning strategies. By focusing on student wellness, the District believes these efforts can contribute to the reduction of suspensions. In surveys, only 48% of students agreed that their school took care of the social and emotional needs of students.
In 2018, student performance on the California Assessment of Student Performance and Progress (CAASPP) administered on the Smarter Balanced Assessment Consortium (SBAC) platform showed a 1% decline on both English Language Arts (ELA) and 1% increase on math. On the ELA, 65% of students Districtwide achieved Standard Met or Exceeded while 37% of students Districtwide achieved Standard Met or Exceeded on math. Although the performance level on ELA is green and math is yellow, our District and teachers continue to seek opportunities to improve.

Also, several student groups demonstrated performance in the red or orange performance levels on CAASPP.

**ELA** - *Homeless* (Orange), *EL, FY, SWD* (Red)

**Math** - *African Americans, Hispanic, Homeless, SED* (Orange), *EL, FY, SWD* (Red)

The following actions will be refined and bolstered to enhance the District's action plan in 2019-2020:

- a focus on instructional coaching in ELA and math
- increased training in use of the SBAC system and interim assessments
- increase in support of ELA and math achievement teams and course leads
- increased efforts to articulate with feeder schools

The District will continue to develop capacity in teachers and students as they use the SBAC system to assess mastery of standards. The District understands the need to continuously improve its efforts to increase the number of points above level three (standard met) on CAASPP. Results from 2018 show that the District’s average above level three is 31.7 points but a decrease of 4.2. On math, results continue to lag below level three by 43.9 points, a decrease of 1.8.

Furthermore, the District will prioritize the needs of English learner and special education students by increasing inclusion and improving instruction in a collaborative setting. We will continue to provide professional development for general education teachers, special education teachers, and paraprofessionals in collaborative approaches to instruction that support special education students. Meanwhile, the District will continue to bolster support for English learners by providing mentorship, tutoring, and other support services.

To summarize, the District's greatest needs in 19-20 will be to focus on supporting foster youth, English learners, students with disabilities, enhancing programs and approaches that support student mental health, improving outcomes on CAASPP.

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

The District uses the California School Dashboard to monitor student achievement and identify performance gaps across all student groups. Additionally, the District assesses progress toward other local achievement priorities, such as A-G, to ensure all students have equitable access to all educational opportunities and students can achieve the District’s vision to provide college and career readiness for all.

Academic Performance Indicators

*English Language Arts*

Four student groups demonstrate low performance levels based on achievement on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts:

- English Learners - (62.1 below standard/declined 12.1 points) - red
- Foster Youth - (80.4 below standard/declined 69.6 points) - red
- Special Education - (99.6 points below standard/declined 18.7 points) - red
- Homeless - (7.5 points below standard/declined 15.1 points) - orange

*Math*

Seven student groups demonstrate low performance levels based on achievement on the CAASPP in mathematics:

- English Learners - (125.1 points below standard/declined 4.4) - red
- Foster Youth - (159.1 points below standard/declined 89.4) - red
- Special Education - (180.9 points below standard/declined 12) - red
- African American - (83.5 points below standard/declined 15.6) - orange
- Hispanic - (65.4 points below standard/maintained at -2.3) - orange
- Homeless - (92.7 points below standard/declined 12.1) - orange
- Socioeconomically Disadvantaged - (66.2 points below standard/maintained at -.3) - orange

The District’s LCAP will include actions and services that support students’ academic achievement. These include academic, social/emotional, and mental health supports and interventions to ensure students receive the assistance they need to be successful in school. Additionally, teachers and staff will receive professional development needed to increase their capacity to increase student achievement and improve well-being.

*College and Career Indicator*

Four student groups demonstrate gaps as indicated by the orange performance level on the Dashboard. Students in the District as a whole have 57.1% students demonstrating preparedness with an additional 21.7% approaching prepared.

- African American - (39.5% prepared/declined 7.1%)
- English Learners - (18% prepared/declined .6%)
- Foster Youth - (19.3% prepared/declined 3.1%)
- Homeless - (33.1% prepared/declined 4.7%)

Only 11.9% of Students with Disabilities demonstrate preparedness on the indicator, but with a 2.3% increase, this group attained a yellow performance level.

The District will continue to implement strategies that increase access to college and career readiness as defined by the various measures included in this state indicator. These include access...
to college and career pathways, especially in the area of A-G completion and CAASPP achievement since the Dashboard emphasizes the importance of these metrics.

**Academic Engagement Indicator**

**Graduation Rate**

Only one group demonstrated a gap as indicated on the California School Dashboard based on an orange indicator. The Homeless student group’s graduation rate declined by 4.3% to 81.4%. It is important to note that the same group is graduating at a higher rate than the 76% state average.

Putting performance level indicators aside, certain student populations graduate at a lower rate than others, and the District is committed to closing that gap. For example, ELs (74.3%), FY (70.3%), and SWD (73.6%) are lower than other student groups that range between 87% and 97%. The District’s LCAP will outline actions and services that prioritize high school graduation for all students. The District qualified for Differentiated Assistance in the support of foster youth. In response, District personnel have conducted a needs assessment to pinpoint specific interventions that will increase opportunity for high school graduation for foster youth. These actions and services are included in the LCAP.

**School Climate Indicator**

**Suspension Rate**

There are some student groups that are suspended at a higher rate than others.

- Foster Youth - (22.4% suspended at least once/5.8% increase) - red

Several other student groups experienced increases in suspension as well:
- African American (8.4% suspended at least once/.8% increase) - orange
- Two or More Races (5.3% suspended at least once/1.2% increase) - orange
- Pacific Islanders (7.8% suspended at least once/6.1% increase) - orange

The remaining student groups were suspended between less than 1 and 6%, except Students With Disabilities, who were suspended at a rate of 8.4% but declined by 1.1%. Overall, the District has made steady progress in reducing suspensions. Increased emphasis on mental health, restorative practices, unconscious bias training for staff, restorative practices, and other evidence-based practices continue to make a difference in school climate.

**Local measures**

**A-G completion**

A-G completion has been a local priority in the District since 2009. The District has developed programs, pathways, and interventions to provide access to A-G courses to open doors to post-secondary options and opportunities for all students. Since 2009, the percentage of students completing A-G has increased by over 39% District-wide. Every student group has demonstrated increases in A-G completion, but several groups, specifically SWD, FY, and EL, demonstrate gaps in the completion of A-G. However, because the District and its feeder districts increasingly reclassify students (29.9% of all students in the District are RFEP), those students continue to see increasing academic success. To illustrate, 68% of RFEP students completed A-G successfully, a 9% increase from the previous year and higher than the overall District percentage of 63.9%.
**Inclusion**

While reclassification of ELs can be an effective strategy to increase academic achievement among students learning English, inclusion supports Students with Disabilities as well. The District continues to prioritize the needs of special education students by increasing inclusion and improving instruction in a collaborative setting. It will continue to provide professional development for general education and special education teachers and paraprofessionals in collaborative approaches to instruction that support special education students. Although the Students with Disabilities graduation rate increased significantly by 6.6% over two years as reported by the Dashboard, the SWD student population graduation rate is 73.6%, more than 15% lower than all students (a yellow performance level on the Dashboard). Students with disabilities completed A-G requirements at 12.6% District-wide. Inclusion of special education students increased in 2018 from 51.9% to 53.5%. Ongoing efforts to provide SWD with access to rigor will support them in their academic achievement.

**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.

Valley View High School qualifies for Comprehensive Support and Improvement. Valley View is a continuation high school located at 1801 East Sixth Street in the city of Ontario. It serves the needs of approximately 450 students. Valley View is part of the District’s Alternative Education Center.

**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.

Valley View High School conducted a needs assessment to address the low performance on the California School Dashboard and to improve student access to services and resources.

**Graduation rate**

The Dashboard reported that 49.4% of students graduated -- a decline of 8.3%. The Dashboard identifies four groups: English Learners, Hispanic, Homeless, and Socio-economically disadvantaged identified in the red performance level. The populations of all other student groups were too small to warrant a performance level.

**Suspension Rate**

14.7% of all students were suspended at least once, an increase of 3.7%. Seven groups were identified under the red performance level: African American, Hispanic, Homeless, Special Education, and Socio-economically disadvantaged. Two were identified in the yellow performance level: English Learners and White.
**English and Math performance**

**English:** 122.6% below standard, a decline of 12.7%. Red performance level overall and for two identified student groups: Hispanic and Socio-economically disadvantaged.

**Math:** 213.7% below standard, an increase of 7.7%. Orange overall performance level and for two identified student groups: Hispanic and Socio-economically disadvantaged.

**College and Career Indicator**

0% of all students and student groups are prepared based on the Dashboard’s model.

A stakeholder group comprised of school administration and department chairs from English, math, science, social studies, art, and special education, and CTE, along with other teacher leaders from all content areas examined student performance data to identify areas of focus and achievement gaps. Specifically, the stakeholder group identified the need for alternative testing to demonstrate student performance in English and Math. Due to the fluidity of student enrollment at the continuation high school, an approach at looking at growth over time is warranted. Additionally, it was determined it is necessary to address the basic needs of students (nutrition, safety, health) before learning can take place. As a result, the school administered a survey to determine the professional development needs of the staff to support our students, not only in academics, but with social-emotional health and well-being too. The staff supports increased student achievement through continued professional development in the following areas:

- student wellness through trauma-informed and social-emotional learning practices (including mental health, resilience, and substance abuse prevention);
- preparing students for college and careers by building communication skills, personal accountability, financial awareness, and content knowledge (including TCELL’s);
- maintaining productive classroom environments with increased time on task, and decreased student discipline referrals through effective conflict resolution and other means of correction; and
- effective collaboration and peer-to-peer support among staff (including personal wellness).

From this assessment, the stakeholder group identified the following evidence-based practices to implement at Valley View High School.

- **Trauma-informed schools training and program implementation** – the entire school faculty and staff participated in the training. Classroom teachers and support staff completed a full-day training, while office staff and other classified school personnel such as custodian, grounds, and food service workers completed a half-day training. The entire school continues to explore trauma-informed practices during staff collaboration meetings and pull-out days for professional development. Additionally, a team of eight faculty will be attending the Beyond Consequences Trauma-Informed Schools Conference in June 2019, and another team will attend the conference in November of 2019. Trauma-informed follow-up training and practice will continue throughout the 2019-2020 school year. Additionally, staff will attend the Southern Region Wellness Conference in the summer of 2019 where trauma-informed education is included.

- **Social Emotional Learning Curriculum training and implementation** – A team of ten staff members, including administrators and teachers, attended an SEL curriculum training in April 2019. Future plans include training the entire staff of teachers. Additionally, it is our intent to purchase the SEL curriculum to infuse the lessons into the new Viking Academy in 2019-2020, along with the Senior Transition class and elective wheel classes in order to immerse students in the essential life skills needed to be a productive and positive school.
and community citizen. Additionally, staff will attend the Southern Region Wellness Conference in the summer of 2019 where SEL education is included.

- Pre- and Post-testing Literacy and Math skills. - In order to gather valid and reliable data on student performance, we are interested in assessing students upon transfer to Valley View and at graduation. Our goal is to see an improvement in skill level in both literacy and mathematics.

- Student Advocates - Valley View will hire temporary “Viking Mentors” to serve as advocates who can help struggling students by providing individualized support to meet their academic, personal, and emotional needs. A Viking Mentor is a student’s “go-to person” for the resources and support needed. The Viking Mentor will report to RtI committee and counselors student findings and updates about student progress and needs.

- College and Career field trips - Exposure to a variety of local college and career opportunities is essential to student growth. Students will receive opportunities to visit local colleges such as Chaffey College, Citrus College, Norco College, Riverside Community College, and Mt. Sac. Students will also receive the opportunity to explore career technical programs such as InTech Center and Baldy View ROP’s Career Training Center. Additionally, students will be provided with opportunities to extend learning beyond the classroom with day field trips exploring science, music, social studies, etc. Such field trips may include visits to the Ontario Museum, the San Andreas Fault, Candlelight Pavilion, school board meetings, and city hall.

- Summer School Offering - The importance of mental health and wellness extends beyond the school year. We will be offering courses that facilitate student wellness in addition to the traditional academic classes needed to remediate credit.

- California Cadet Corps - The WASC process uncovered a need for non-academic opportunities on campus. Offering a California Cadet Corps class will provide students with a unique opportunity to be involved in a leadership development program that prepares them for success in college and the workforce.

The needs assessment identified some inequities when studying student groups and performance levels on the Dashboard. However, the stakeholder group did not see any inequities in resource allocation. The same services at Valley View are offered to all students. Site leadership evaluates the school’s SPSA, staffing, accessibility to curriculum and counselors, mental health services, special education services and EL support annually to ensure equity. Due to the nature of the continuation high school environment and the vast challenges that all of the students confront in their lives, the school has focused on the mental health and well-being of all students to provide them with the skills and opportunities necessary to overcome the challenges in their lives.

**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.

The WASC mid-cycle process provided the school site with ample discussion and meeting time to create a plan to investigate assessments that will provide valid and reliable data to demonstrate the student growth in academics along with the effectiveness of the CSI plan. Using pre- and post-assessments beyond CAASPP results is essential in collecting data for a continuation high school where enrollment is fluid. Additionally, school staff will look at student referral, RtI, and suspension
and expulsion rates to determine the effectiveness of Trauma-Informed and SEL curriculum practices.

Valley View would like to use Houghton Mifflin Harcourt's Reading and Math Inventory to assess student progress in literacy and mathematics. Upon entrance into Valley View, students will take both assessments in Viking Academy to establish a baseline score of proficiency. Prior to graduation or returning to their home school, students will then take a post-test to determine growth and graduation. Teachers rely on ongoing formative assessments along the way to determine student progress.

Additionally, credit check data will be used to measure improvement and achievement of students who have been assigned a Viking Mentor, participated in California Cadet Corps, or have participated in one or more field trips. VVHS students are encouraged to earn a minimum of 12 credits per credit check (22-23 days) in order to remediate credits and get back on course for graduation. Earning less will cause students to be further behind. A measure of success for students utilizing these initiatives include students earning a minimum of 12 credits per credit check and/or showing continuous improvement from one credit check to the next. Teachers provide ongoing progress checks in the Viking Academy to monitor student success. The school uses an internal Google doc to closely monitor students, report positive behaviors and progress, and any concerns. This automated google form for progress monitoring automatically generates an email to the parents.

Site staff and leadership will collect and analyze Dashboard metrics such as graduation rate, suspension rate, and ELA and mat data to determine the overall effectiveness of the CSI plan. The school's goal is to see continuous improvement working toward a performance level of green for all indicators.

The following evidence-based studies were used to develop the CSI plan: Prevention Dropout in Secondary Schools (What Works Clearinghouse, 2017) and Dropout Prevention (What Works Clearinghouse, 2008).
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All CJUHSD students will demonstrate college and career readiness.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
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<tr>
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<td>Priority 5: Pupil Engagement (Engagement)</td>
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<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
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<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
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<tr>
<td>Local Priorities:</td>
<td>CJUHSD 1</td>
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</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Graduation rate will increase by .1% annually and achieve &quot;high&quot; GREEN status or better (Graduation Rate - State Indicator).</td>
<td>BASELINE -- a. 2015 - All Students - 91.5% (per California State Dashboard) GREEN State Indicator.</td>
<td>a. The District-wide graduation rate did increase by .1% to 89.8% in 2018, just shy of the 90% target the District strives to achieve. Because the grad rate &quot;maintained&quot; per the grad rate rubric, the District achieved a yellow performance level on the recently-revised California School Dashboard. The District's grad rate surpasses that of San Bernardino County and the state. It is important to note that the rules governing grad rate formula changed since the baseline year (2019 grad rate available in Fall of 2019).</td>
</tr>
<tr>
<td>18-19 -- a. graduation rate of all students will increase to 91.7%.</td>
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</table>

<table>
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<tr>
<td>b. Graduation rate will increase for all subgroups by .1% annually. California School Dashboard's Equity report will show that no subgroups performs in low or very low areas of grid (Graduation Rate - State Indicator).</td>
<td>BASELINE -- b. 2015 (per California State Dashboard).</td>
<td>b. The graduation rate for each of the 13 student groups reported on the California School Dashboard did not increase by .1%. Seven of the 13 groups increased, one remained the same, and three decreased. No student group declined to a red performance level. The homeless student group declined by 4.3% to 81.4% and fell to an orange performance level. Nevertheless, the District's grad rate for homeless is 5% higher than the state average. Also, the Asian student group declined by 3.7% but achieved a</td>
</tr>
<tr>
<td>ALL - 91.5%</td>
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<tr>
<td>EL - 76.4%</td>
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<tr>
<td>SED (LI) - 89.5%</td>
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</tbody>
</table>
c. District EL progress will increase as reflected on CSD. Status and change indicates "Low - orange." (English Learner Progress - State Indicator).

BASELINE -- c. Initial CSD data show EL status in the Medium range at 67.1% status a decline/change of 2.9% (CELDT progress and reclassification).

18-19 -- c. Demonstrate annual improvement by 1% on Status and Change report.


c. Ongoing changes to the English Learner Progress Indicator (ELPI) establish the 2018 ELPI as a baseline year; there is no performance level reported on the Dashboard for 18-19. Baseline data indicates that 57.3% of EL students District-wide demonstrated moderate to well-developed language proficiency on the English Language Proficiency Assessments for California (ELPAC). It is important to note that the statewide Dashboard reports data for all grade levels, not just high schools.
d. Increase A to G rate for all students, including all subgroups and reclassified ELs (State Indicator - College and Career).

BASELINE -- d. Class of 2016 baseline. Increase A to G rate for all students, including all subgroups and reclassified ELs.

ALL - 55.5%
EL - 4.1%
SED (LI) - 50.9%
SWD - 10.7%
African American - 49.7%
American Indian - 88.2%
Asian - 85.1%
Filipino - 87.3%
Hispanic - 50.3%
Pacific Islander - 61.1%
2 or more - 66.7%
White - 68.5%
Foster Youth - 29%
Reclassified EL - 55.3%

18-19 -- d. Increase A to G rate for all students, including all subgroups and reclassified ELs by .1% annually.

e. Increase percentage of students by .2% who achieve Standard Met or Exceeded on CAASPP ELA and math. Attain increases above level 3 and positive point gain changes (State Indicator - College and Career).

BASELINE -- e. 2016 - CAASPP (State Metric)

ELA Results ALL students
Exceeded: 29%; Met: 39% (68%);
Nearly Met: 20%; Not Met: 12% (32%)
CSD baseline: ELA - Status: 43.3 above level
3/Change: 7.8
English Learner (EL)
Met: 11%;
Nearly Met: 40%; Not Met: 49%

Low Income (LI)
Exceeded: 19%; Met: 37% (56%);
Nearly Met: 25%; Not Met: 19%

Actual

d. Students District-wide continued to successfully complete A-G requirements among all students and student groups. The preliminary A-G completion rate (as of 6-7-19) among all Class of 2019 graduates increased by 1.4% to 65.3%, from 63.9% in 2018. Notable increases among unduplicated pupils include increases among low income, EL, and R-FEP, and foster youth. Also, it is important to note that some student populations have few students; as such, a performance level may not be reported on the Dashboard and/or percentages can fluctuate significantly. SEE BELOW:

ALL - 65.3%
EL - 12.6%
SED (LI) - 66.1%
SWD - 16.9%
African American - 64.4%
American Indian - 57.6%
Asian - 87.5%
Filipino - 87.9%
Hispanic - 61.6%
Pacific Islander - 58.1%
2 or more - 71.9%
White - 72.7%
Foster Youth - 11.8%
Reclassified EL - 69.2%

e. Student achievement on ELA CAASPP decreased by 1% districtwide with 65% of students meeting or exceeding standard. Still, the District achieved a green performance level on ELA with 31.7 points above standard. Meanwhile, student achievement on math CAASPP increased by 1% with 37% of students meeting or exceeding standard. These results equate to a yellow performance level on the math indicator. Several student groups identified as red performance levels on ELA and math - EL, FY, and SWD.

Because FY is identified as red in the academic and school climate indicator, the District qualifies for Differentiated Assistance and is working with the County system of support to improve services and outcomes for foster youth.

2018 ELA Results - 31.7 Above Standard (-4.2)
2018 ELA All Students - 30% Exceeded, 35% Met, 19% Nearly, 16% Not
2018 ELA EL- 1% Exceeded, 9% Met, 22% Nearly, 68% Not
2018 ELA LI - 23% Exceeded, 35% Met, 22% Nearly, 19% Not
Expected

MATH Results ALL students
Exceeded: 14%; Met: 24% (38%);
Nearly Met: 27%; Not Met: 35% (62%)
CSD baseline: MATH - Status: 32.7 above
level 3/Change: 10
English Learner (EL) -
Exceeded: 1%; Met: 4% (5%)
Nearly Met: 14%; Not Met: 81% (95%)
Low Income (LI) -
Exceeded: 7%; Met: 18% (25%)
Nearly Met: 27%; Not Met: 48% (75%)
18-19 -- e. Increase percent of students exceeding or meeting standards by
.1% annually for ALL students and .5% for EL and SED (LI) student
subgroups. Demonstrate status above level 3 and change gains annually.

f. Increase the percent of students achieving Ready or Conditionally Ready
for college based on the Early Assessment Program (EAP) (State Indicator -
College and Career).
BASELINE -- f. Early Assessment Program (State Metric)
ELA EAP CJUHSD
Ready for College 29%
Conditional 39%
Not Ready for College 32%
MATH EAP CJUHSD
Ready for College 14%
Conditional 24%
Not Ready for College 62%
18-19 -- f. increase percent by 1% of students achieving either Ready or
Conditionally Ready for college based on the Early Assessment Program
(Math and English) (State Metric).

g. Reduce the percent of freshmen who complete their first year of high
school with 45 or fewer credits complete/credit deficient (post-summer
school) (Local Indicator - School Climate).

Actual

2018 Math Results- CSD 43.9 Below Standard (-1.8)
2018 Math All - 13.98% Exceeded, 22.97% Met, 25.28% Nearly, 37.77, Not
2018 Math EL- 4% Exceeded, 4% Met, 8% Nearly, 84% Not

2018 LI Math- 10% Exceeded, 20% Met, 25% Nearly, 45% Not

f. Results on EAP align with CAASPP results. 65% of all students are
designated as ready or conditionally ready on ELA. 30% of students taking
ELA CAASPP are ready, or fully prepared to begin college-level courses.
37% of all students are designated as ready or conditionally ready. 14% of
students taking math CAASPP are ready, or fully prepared to begin college-
level courses. If a student is conditionally ready in ELA and/or math, they are
provided a senior ELA and/or math class that will prepare them for college-
level courses.

ELA EAP CJUHSD
Ready for College 30%
Conditional 35%
Not Ready for College 35%
MATH EAP CJUHSD
Ready for College 14%
Conditional 23%
Not Ready for College 63%

g. When students successfully complete their freshmen year, they are more
likely to graduate on time and continue to succeed throughout high school.
This is a local priority in CJUHSD, and progress continued in 2018. 90.9% of
all students completed their freshmen year with more than 45 credits. This
was an increase of .3%. At the end of the first semester, 95.2% of all
<table>
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| BASELINE -- g. Baseline Data - 2016 - 12.8% (736 of 5772) of freshmen finished their first year of high school with 45 or fewer credits/credit deficient (post summer school). 18-19 -- g. Reduce the percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient by .1% (per site) annually (post-summer school).  
h. Increase access to college and AP courses for all students, increase AP access by .1%, and increase AP pass rate by .1% annually. (State Indicator - College and Career).  
BASELINE -- h. 2016 Pass Rate 58%  Increase access to college and AP courses for all students, increase AP access by .1% and increase AP pass rate by .1% annually. 2016 percent of students taking an AP class: 22.49% (OCT 16).  
18-19 -- h. CJUHSD will continue to increase access to college and AP courses and pass rates for all students and subgroups (State Metric).  
__________  
i. Increase the percent of students with disabilities (SWD) with an IEP are enrolled in general education classes 80% of the school day.  
BASELINE -- i. 2016 Baseline: 47.8% percent of students with disabilities (SWD) with an IEP are enrolled in general education classes 80% of the school day.  
18-19 -- i. increase by 1% the percentage of students with disabilities (SWD) with an IEP enrolled in general education classes 80% of the school day.  
__________  
j. Provide SAT and PSAT college readiness programs for juniors and sophomores (pending agreement with County).  
BASELINE -- j. 2016 Baseline: 90% of sophomores took PSAT. 796 juniors took battery of SAT practice exams and complete SAT prep class.  
18-19 -- j. 90% of sophomores will take take PSAT. All juniors who sign up for SAT prep class will be admitted.  
__________  
k. Increase the number of business partnerships that provide students with internship, job shadowing, and mentorship opportunities.  
BASELINE -- k. 2016 Baseline: Business partnerships - 18  

---

| Freshmen were on track to complete their freshmen year successfully. (Final freshmen success data in 2018-2019 available in July 2019)  

h. The number of students taking an AP class in the District increased by 79 to 4,391. Those students collectively took 8,801 AP exams, an increase of 676. IN 2019, over 9,000 tests were ordered. Meanwhile, the pass rate across the District increased to 58% -- a 1% increase of students scoring 3 or higher on their AP exams from the previous year. (2019 results available in July 2019).  

__________  
i. Inclusion in general education classes 80% of the school day for students with disabilities increased to 57% in 2018-2019, a 9.2% improvement.  

__________  
j. The District continued its initiative to offer the PSAT to all sophomores. Ninety-one percent -- over 5,700 sophomores -- took the PSAT across the District. The District remained committed to offering an SAT preparation class to interested students. 965 students signed up for the classes at each site, amounting to about 70 more students in 2018-2019.  

__________  
k. This metric has been substantially revised since the baseline year to include all experiences afforded students that develop career readiness skills. The Office of Career Readiness continues to expand access to experiences that develop students’ career readiness skills. The number of documented
Students internships, job shadowing, and mentorships: 247
18-19 -- k. CJUHSD will increase by 1 the number of business partnerships providing internships, job shadowing, and mentorships for students and increase the number of summer internships by 2.

__________

I. Ensure that all students have opportunities to explore college and career goals on career exploration surveys.
BASELINE -- I. 2016: 85% of students completed a career inventory. 18-19 -- I. 92% of students will complete a career exploration surveys.

__________

m. ensure all teachers are appropriately assigned and all students have access to curriculum-aligned instructional materials (Local Indicator - Basics)
BASELINE -- m. 2016 Baseline: 100% of teachers appropriately assigned, 0 unresolved Williams Act complaints, achieved "Exemplary" rating on Facilities Inspection Tool (FIT) for all sites
18-19 -- m. Achieve the following: 100% of teachers appropriately assigned, 0 unresolved Williams Act complaints, "Exemplary" rating on Facilities Inspection Tool (FIT) for all sites.

__________

Experiences increased to 11,537 by mid-year 2019. The District tracks experiences that enhance students’ career readiness and no longer counts business partnerships, job shadowing, or internships.

__________

I. In 2018-2019, 95% of all 9 and 10 graders, and 93% of all 11th graders completed a career assessment. 96.8% of all students were enrolled in Cal Colleges.

__________

m. 99% of all teachers were appropriately assigned. A few technical issues were in the process of being resolved prior to November 16, 2018 when information was uploaded to the Dashboard. One teacher in the District had an unresolved credential issue that will be corrected for 19-20.
The District meets standard on this Local Indicator. The District continues to achieve "Exemplary" ratings on all Facilities Inspection Tool ratings for all sites.

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Support the AVID programs on each comprehensive site to provide access to rigorous academic pathways for all students to improve teaching and learning, graduation rates, college acceptance, and career readiness.</td>
<td>1.1 The District continues to prioritize AVID as a means to promote and support student achievement. The District supported 94 sections of AVID in 2018-2019 with 2,448 student enrolled, an additional 35 students. The District maintained a staff of certificated salaries, classified salaries, employee benefits, travel and conference membership</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Travel and Conference Membership</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Travel and Conference Membership</td>
</tr>
</tbody>
</table>
AVID support to include sections of the AVID elective, teaching staff, AVID-trained tutors, training and conferences, and site and District administrative support and oversight.

AVID-trained tutors at a ratio of one tutor to seven students as recommended by AVID. AVID trainings continue to provide teachers with WICOR strategies to use school-wide. The District committed to sending up to 15 teachers to AVID Summer Institute and hosted an AVID Pathway training in March 2019 for 24 teachers to assist sites in achieving AVID certification.

### Action 2

<table>
<thead>
<tr>
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</tr>
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</table>
| 1.2 The Newcomer program at Chaffey High will provide language and transitional support to students new to our country.  
- Newcomer salaries and benefits  
- additional staffing will provided for this program in 18-19. | 1.2 The District maintained the substantial additional support for Newcomer program put in place the prior year. This included a dedicated counselor for Newcomers students and additional classes to for students. The Newcomer program at Chaffey High was fully staffed to provide language and transitional support to English learners new to the United States. Additionally, enrichment opportunities, such as college visits and field trips were provided. | Certificated Salaries  
Classified Salaries  
Employee Benefits | Certificated Salaries  
Classified Salaries  
Employee Benefits  
LCFF, Title I and Title III $627,001 |

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
</table>
| 1.3 Provide students with core and intervention courses to increase fluency and achievement in English, reading, and math. Courses offered include  
  - Certificated Salaries  
  - Classified Salaries  
  - Employee Benefits  
  - LCFF $2,135,485 | 1.3 Students were provided with access to core and intervention courses to increase fluency and achievement in English, reading, and math. The District offered | Certificated Salaries  
Classified Salaries  
Employee Benefits  
LCFF $2,135,485 | Certificated Salaries  
Classified Salaries  
Employee Benefits  
Books and Supplies  
LCFF $2,406,051 |
Accelerated English, English Language Arts Foundations, ELD, ELD Reading, English Literacy 180, and Integrated Math Foundations, and other interventions.

Action 4

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.4 Provide access to support and interventions, including credit recovery and grade remediation opportunities for all students. Strategies include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs.</td>
<td>1.4 The District provided access to support and interventions, including credit recovery and grade remediation opportunities for all students, including before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs.</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operating Expenses, Professional/Consulting and Operating Expenses, LCFF, Prop 20 Lottery, Special Ed, Title I, Title III $7,117,905</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operating Expenses, Professional/Consulting and Operating Expenses, LCFF, Prop 20 Lottery, Special Ed, Title I, Title III $7,336,833</td>
</tr>
<tr>
<td>- Provide A to G recovery/acceleration options</td>
<td>- After school sections offered in spring and fall provide A-G recovery or acceleration options at every comprehensive site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follett Ed, online curriculum</td>
<td>- Subscriptions to Follett Ed and online curriculum provided students with digital resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Edgenuity online software</td>
<td>- The District purchased unlimited licenses to Edgenuity online curriculum and additional Apex licenses to ensure that all students have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Before/After School salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Credit Recovery/during school day and B/A school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Summer School salaries</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- SOS salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instructional minutes for interventions at Alta Loma, Colony, Chaffey,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and Montclair High Schools.

<table>
<thead>
<tr>
<th>Access to take online classes for remediation and acceleration at every site. The licenses allow the District to run these classes with minimal costs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District offers online and direct instruction classes before and after school.</td>
</tr>
<tr>
<td>Each site has a summer school allocation of 14.5 FTE. Sites offer classes for remediation and enrichment in English, math, science, social science, special education, PE, and more depending on the needs of students. The Alternative Education Center also operates a summer program and is fully funded.</td>
</tr>
<tr>
<td>Saturday school programs are routinely held on all campuses. At the mid-year check, about 12,000 students attended a school on Saturday (duplicative count).</td>
</tr>
<tr>
<td>In addition to Alta Loma, Colony, and Montclair High Schools, Chaffey this year began offering 32 minutes of instructional time during the school day Monday through Thursday to provide additional</td>
</tr>
</tbody>
</table>
## Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1.5 Maintain full-time teacher/librarians at each site  
• Librarian salaries and benefits | 1.5 The District continues to support a full-time teacher/librarian on each comprehensive site. The teacher/librarians are directly supported by the Assistant Superintendent of Instruction and Director of Information Technology. | Certificated Salaries Employee Benefits  
LCFF $596,153 | Certificated Salaries Employee Benefits  
LCFF $623,536 |

## Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1.6 District Support of all intervention programs by Assistant Supt of Alt Instruction, plus classified support  
• Assistant Supt of Alternative Instruction  
• GED Renew support  
• Classified support | 1.6 The District's intervention programs are supported and managed by the Assistant Superintendent of Alternative Instruction and Alternative Education Center staff. This includes two GED Renew dropout prevention classes. | Certificated Salaries Classified Salaries Employee Benefits  
Books and Supplies  
Travel and Conference Services and Other Operating Expenses  
LCFF $518,715 | Certificated Salaries Classified Salaries Employee Benefits  
Books and Supplies  
Travel and Conference Services and Other Operating Expenses  
LCFF $526,980 |

## Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 - These programs are eliminated or completed: Math Blast program in conjunction with OMSD is discontinued. Section for robotics was for 17-18 only.</td>
<td>1.7 - These programs are eliminated or completed: Math Blast program in conjunction with OMSD is discontinued. Section for robotics was for 17-18 only</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
</table>
| 1.8 Student mentorship programs that provide mentor support for at-risk students at school wide Title I high schools in Integrated Math, English, and Bio.  
  - Mentors salaries | 1.8 The District hired 80 mentors to provide support for English learners and other freshmen students who benefit from individualized instruction and assistance at Title I schools in core subject areas of integrated math, biology, and English. Mentors and teachers who participate in the program receive annual training. | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
|                         |                         | Classified Salaries Employee Benefits Title I $457,659 | Classified Salaries Employee Benefits Title I $512,037 |

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
</table>
| 1.9 Increase the percentage of students taking career surveys.  
  - Career Cruising site access for all students  
  - CaliforniaColleges.edu site access students  
  - National Clearinghouse service | 1.9 The District has improved the percentage of enrolled students completing career assessments in two grade levels. Districtwide, 94% percent of enrolled students in two grade levels have taken an assessment. Counselors and the career technician routinely assist students and families in using Career Cruising and California Colleges to provide them with tools for career exploration. The District using the National Clearinghouse to provide reports districtwide and for sites and to assess college matriculation trends. | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
|                         |                         | Other Services and Operating Expenses LCFF $75,684 | Other Services and Operating Expenses CRBG, LCFF $75,684 |

### Action 10
### Action 11

**Planned Actions/Services**

1.11 Provide electronic curriculum resources and services
- Purchase Turnitin.com, SAFARI Montage, Gale Online Databases, Noodletools, and Newsela Pro, Microsoft Office 365, Snap and Read, PearDeck, and online services to test students' oral proficiency to earn Seal of Biliteracy.

**Actual Actions/Services**

1.11 Each year the District evaluates use of digital resources to ensure each maintains significant value in teaching and learning. The District continued to subscribe to Turnitin, SAFARI Montage, Newsela Pro, Microsoft Office 365, Snap and Read, and PearDeck. Additionally, the District piloted Edulastic to support improvement in assessment practices. To promote the Seal of Biliteracy, the District purchased online services from Avant and GoReact to assess students' oral proficiency.

**Budgeted Expenditures**

- Professional/Consulting and Operating Expenses: LCFF $294,878

**Estimated Actual Expenditures**

- Professional/Consulting Services and Operating Expenditures: LCFF $306,853
### Action 12

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.12</strong> Provide career exploration/CTE courses and career/exploration/skills development experiences for students and staff. • CTE teachers and sections Transportation for internships, summer enrichments, tours, college certification programs. • Provide professional development and substitutes to enable non-CTE teachers to explore career pathways.</td>
<td><strong>1.12</strong> The District fully supports CTE programs across the District offering over 280 CTE courses taught by fully-credentialed CTE teachers. The District supports career experiences for students. It provided 11 buses for transportation for career exploration experiences for students and staff. The District provided substitutes 68 times for teachers to explore career readiness and related skills.</td>
<td>Certificated Salaries Benefits Services and Other Operating Expenses LCFF $6,856,785</td>
<td>Certificated Salaries Benefits Services and Other Operating Expenses LCFF $6,836,863</td>
</tr>
</tbody>
</table>

### Action 13

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.13</strong> Provide an Executive Director of Career Readiness and support staff who manage all aspects of District-wide career readiness programs and initiatives.</td>
<td><strong>1.13</strong> The District provides an Executive Director of Career Readiness who manages all aspects of Districtwide career readiness programs and initiatives. These include professional development for teachers, partnerships with local colleges and institutions, facilitating career readiness opportunities and activities for students, and</td>
<td>Certificated Salaries Classified Salaries Employee Benefits Books and Supplies LCFF $231,853</td>
<td>Certificated Salaries Classified Salaries Employee Benefits Books and Supplies LCFF $245,868</td>
</tr>
</tbody>
</table>
developing programs and materials to support schools and the District.

### Action 14

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.14 Support District and BVROP operated courses to connect students to high tech, high skill, and high demand careers.</td>
<td>1.14 The District supported its own and BVROP operated courses to connect students to high tech, high skill, and high demand careers.</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Travel and Conference Services and Other Operating Expenses, Transfers of Direct Cost</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Travel and Conference Services and Other Operating Expenses, Transfers of Direct Cost</td>
</tr>
</tbody>
</table>

### Action 15

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1.15 Provide sophomore and junior students with opportunities to take college readiness standardized exams.  
  - PSAT will be offered to all sophomores (pending partnership with County)  
  - Logistical support (tables and chairs rentals)  
  - SAT practice exam and class will be offered to juniors | 1.15 In 2018-2019, the District partnered with San Bernardino County to offer the PSAT to all sophomores. Over 91% of all sophomores took the PSAT in the Fall of 2018.  
  The District offered a free SAT prep class to all juniors. The District partnered with Horizon Test Prep who provided training and materials to District teachers who taught the course. 945 students took the course, an increase of 94 from the prior year. | Certificated Salaries, Employee Benefits, Books and Supplies, Professional/Consulting and Operating Expenses | Certificated Salaries, Employee Benefits, Books and Supplies, Professional/Consulting and Operating Expenses |

### Action 16
### Analysis

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

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

The District’s vision for students in CJUHSD is that all will graduate ready for college and careers. As such, Goal 1 is the foundation of the LCAP. All actions and services are designed to provide students with the support, interventions, resources, and conditions necessary to enable them to enter post-secondary life college and career ready. The overall implementation of actions and services within Goal 1 were provided completely and with fidelity, and they were designed to address several of the eight State Priorities, primarily Priority 4 (Student Achievement) along with elements of Priority 1 (Basic Services) and Priority 7 (Course Access). Emphasis on revised California School Dashboard indicators with relevant percentages and performance level are emphasized in this goal.

#### District results on State Indicators:
- **Graduation Rate Indicator** - 89.8% YELLOW
- **College & Career Indicator** - 57.1% Prepared/21.7% Approaching Prepared - YELLOW
- **English Learner Progress Indicator** - 57.3% Moderately to Well developed - baseline year - No performance level
- Academic Performance Indicator on CAASPP
- **ELA** - 31.7% above standard - GREEN
- **Math** - 43.9% below standard - YELLOW

#### District results on Local Indicators:
- Basic Conditions: Teachers, Instructional Materials, Facilities - *Standard Met*
- Implementation of Academic Standards – *Standard Met*
- Parent Engagement – *Standard Met*
- Local Climate Survey – *Standard Met*
- Access to Broad Course of Study - *Standard Met*
Additionally, actions and services are implemented to support student groups that need additional resources, including EL/RFEP, foster youth, socioeconomically disadvantaged and students with disabilities. Each of these student populations increased A-G completion annually for the past several years.

Continuous monitoring of the actions and services and frequent interactions between District and site leadership support the implementation of the actions and services. The Instruction and Alternative Instruction Divisions work closely with site leadership to provide the resources and support they need to meet the needs of students. District personnel meet regularly with site leadership and staff to monitor progress and assess needs.

The District received about $2.1 million in College Readiness Block Grant funds that greatly enhanced the District's ability to support students in college and career readiness. These funds expired at the end of 2018-2019. Principally directed to unduplicated pupils, CRBG supported AP test subsidies, expanded parent engagement and training efforts, SAT prep classes for over 900 students, development of courses that prepare students for college, and more.

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

The District examines key metrics, such as graduation rate, A-G completion, freshmen success, students on-track each year, and EAP and CAASPP results as some of the indicators that demonstrate student achievement and readiness for college and careers. All required data for Priority 4 (Student Achievement) is included in Goal 1. Additionally, the Academic Performance state and local indicators on the California School Dashboard are reported in Goal 1 of the LCAP. These indicators are monitored annually. The District expects to see gradual and sustainable growth on each annual measurable outcome pertaining to student performance for all students and each student group, and the District will strive to achieve continuous improvement on performance levels as reported on the Dashboard.

The release of the Dashboard in December of 2018 revealed a significantly revised accountability system. As such, baseline metrics as established in 2016 have changed. A report of the District's progress on the Dashboard is available in the graphic included in the Plan Summary at the beginning of this document and at the District's Dashboard page here: https://www.caschooldashboard.org/reports/36676520000000/2018

Based on Dashboard and local metrics, the District concludes that its students are demonstrating achievement consistent with the continuous improvement model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1.2 increased due to supplying additional aides and/or support; Goal 1.8 increased due to additional hours of mentoring provided.
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.

No changes were made to this goal in the 2018-2019 school year. However, the District increased services for students as the year progressed. For example, the District increased interventions as needed. Some sites offered a Freshmen Success class after school to provide students with instruction that helped them gain skills needed to succeed socially and academically. The District piloted Edulastic with groups of teachers to provide them with an additional tool along with training from instructional coaches to improve planning and writing assessments in math. In addition to the allocations for textbooks sites received, the District provided additional funds with the College Readiness Block Grant to provide textbooks for new and updated courses.
**Annual Update**

**LCAP Year Reviewed:** 2018-19

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

### Goal 2

CJUHSD will provide meaningful professional development in research-based strategies and technology implementation to improve classroom instruction and support increases in student achievement.

#### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td>CJUHSD 2</td>
</tr>
</tbody>
</table>

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. CJUHSD will meet the performance standard in the implementation of academic standards and/or curriculum frameworks by annually completing the Local Indicator reflection tool.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 BASELINE: Department chairs will work with Instruction Division to complete the reflection tool to meet the performance standard for the Local Indicator to be uploaded on the California School Dashboard in the Fall of 2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 GOAL: Department chairs will work with Instruction Division to annually complete the reflection tool to meet the standard for the local indicator. Progress toward implementation of academic standards will drive professional development decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The District meets standard in the implementation of academic standards and/or curriculum frameworks. The District used the Dashboard reflection tool to self-assess its progress in the implementation of academic standards. These results were uploaded to the Dashboard and are available here:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.caschooldashboard.org/reports/36676520000000/2018/academic-performance#local-indicators">https://www.caschooldashboard.org/reports/36676520000000/2018/academic-performance#local-indicators</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected

b. Local Indicator: Professional Development Opportunities. Question 5 on Self-Reflection Tool: 1) Identifying the professional learning needs of groups of teachers or staff as a whole; 2) Identifying the professional learning needs of individual teachers; 3) Providing support for teachers on the standards they have not yet mastered.

**2016 BASELINE:** Question 5 on self-reflection tool Teachers’ responses averaged 3.3 - Initial Implementation.

**18-19 GOAL:** Achieve 4 - 5 on Local Indicator - reflection tool. Increase response to Full Implementation.

c. The CJUHSD coaching team will increase satisfaction among CJUHSD teachers surveyed annually.

**2016 BASELINE:** In 2016, 66.8% of staff surveyed was satisfied or very satisfied with instructional support. In 2016, 69.3% of staff surveyed was satisfied or very satisfied with instructional technology support. The Instruction Division will work collaboratively to increase satisfaction.

**18-19 GOAL:** CJUHSD will continue to survey its teachers regarding instructional and instructional technology support and increasing satisfactory responses from teachers. The Instruction Division will work collaboratively to increase satisfaction above 75%.

d. All school sites will increase the number of teachers trained in the Achievement Team cycle.

**2016 BASELINE:** by 2016, the Instruction Division provided training for 304 teachers.

**18-19 GOAL:** Increase by 5% the number of teachers trained in the Achievement Team cycle.

e. CJUHSD will increase and improve technology access for students in classrooms and other instructional settings.

**2016 BASELINE:** The District achieved a .93 device to 1 student ratio. This accounts for all computing devices District-wide including Chromebooks and computers in lab and classroom settings.

**18-19 GOAL:** CJUHSD will increase student access to technology in all classrooms by .10.

### Actual

b. Teachers surveyed responded to the following questions:

1) Identifying the professional learning needs of groups of teachers or staff as a whole -- 4
2) Identifying the professional learning needs of individual teachers -- 4
3) Providing support for teachers on the standards they have not yet mastered -- 3

Teachers’ responses demonstrated that the District has initially/fully implemented professional development initiatives.

c. 92% of teachers indicated that they are satisfied/very satisfied with the instructional coaching they receive.

d. 371 teachers -- an increase of 18% -- collaborated with colleagues throughout the year on Achievement Teams. Each participant receives training and/or coaching in the Achievement Team process. There were 69 functioning Achievement Teams District-wide.

e. The District deployed over 5,000 additional devices for student use in 2018-2019. In 2018-2019, 160 teachers were trained. The District has supported four cohorts of teachers who have been trained over three years in the implementation of instructional technology. Each teacher is provided with a class set of devices. This adds to the 18,640 devices purchased in the previous two years, totaling over 23,000. This is not inclusive of previous purchases and other initiatives that involve the acquisition of technology. In all, the District has surpassed a 1:1 student to device ratio.
**Expected**

f. As measured by the LCAP survey, CJUHSD will ensure student and teacher technology is provided in all classrooms and in operating condition at all times.

2016 BASELINE: LCAP survey question
Provide technology for students that will improve instruction.
Well to Very Well responses
Students 85%
Stakeholders (i.e. parents, teachers) 87%

18-19 GOAL: Increase well to very well responses on LCAP question above 89%
Provide technology for staff that will improve instruction.

**Actual**

f. All students and teachers have access to functional devices. These devices include desktop computers, Chromebooks, iPads, and other technology. The following survey results reflect changes in questions asked on the LCAP surveys.

2019 LCAP RESULTS:

**Students:**
I have access to the books, technology, and other resources I need to learn the content in each class -

- 91.3% (agree/strongly agree)

I have access to technology in my classes -

- 92.8% (agree/strongly agree)

**Stakeholders:**
Provide instructional technology for staff that will improve instruction -

- 96.2% (well/extremely well)

---

**Actions / Services**

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1 Maintain existing instructional coaches (six total - four in instructional technology, one in science and one in ELD) to provide professional development opportunities for all teachers.</td>
<td>2.1 Six coaches provided professional development opportunities for all teachers. Coaches developed workshops, resources, and materials to support teachers in the implementation of Common Core State Standards, ELD standards, Next Generation Science.</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
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<td></td>
<td></td>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
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<td>Employee Benefits</td>
<td>Employee Benefits</td>
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<td></td>
<td></td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
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<tr>
<td></td>
<td></td>
<td>LCFF $1,224,666</td>
<td>LCFF $1,266,210</td>
</tr>
</tbody>
</table>

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Page 38 of 191
- Executive Director of Instructional Development and support staff to provide training and support for Common Core, Next Generation Science Standards, new frameworks, implementation and training.

Standards, new frameworks and technology implementation.

The Executive Director of Instructional Development collaborated with the team to ensure that the PD needs of staff across the District were fulfilled.

### Action 2

<table>
<thead>
<tr>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 - Provide ongoing professional development in standards-aligned curriculum and instruction for teachers in core content areas.</td>
<td>2.2 - The District provided ongoing professional development for teachers in all content areas aligned to state standards and frameworks, curriculum and instruction. Professional development activities were offered in an array of topics, including technology implementation, classroom management, supporting English learners, productive and data-driven collaboration, social emotional learning, and unconscious bias.</td>
<td>Certificated Salaries Employee Benefits Professional/Consulting Services and Operating Expenses LCFF $307,606</td>
<td>Certificated Salaries Employee Benefits Professional/Consulting Services and Operating Expenses LCFF $251,737</td>
</tr>
</tbody>
</table>

### Action 3

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<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 - The District will assign Induction Mentors to each new teacher to develop the professional skills of Teacher Candidates, to support 32 teachers at sites across the District. The Induction mentors provided individual</td>
<td>2.3 Two Induction mentors supported 32 teachers at sites across the District. The Induction mentors provided individual</td>
<td>Certificated Salaries Employee Benefits LCFF, Title II $356,091</td>
<td>Certificated Salaries Employee Benefits</td>
</tr>
</tbody>
</table>

|
assist them as they clear their credentials, and to provide them with classroom support and guidance.

- Two teachers’ salaries and benefits

coaching and developed workshops on current educational topics pertinent to California Standards for the Teaching Profession (CSTPs).

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Action 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td>2.4 The District will provide training in co-teaching strategies and techniques to develop effective collaboration teams in inclusive classrooms. • -Professional development fees • -Substitutes for teachers for release time</td>
<td>2.4 The District again hired Susan Hertz to present &quot;Collaboration and Co-Teaching: Meeting the Needs of All Learners.&quot; She provided co-teaching training for teams who work in inclusive classrooms. General educators, education specialists, and paraprofessionals attended the training. There were 64 participants. They learned strategies to implement in classrooms that promote the support of students with disabilities in the general educations setting. They also learned effective strategies for co-teaching.</td>
</tr>
<tr>
<td><strong>Certificated Salaries</strong></td>
<td><strong>Employee Benefits</strong></td>
</tr>
<tr>
<td>LCFF $342,342</td>
<td></td>
</tr>
</tbody>
</table>

| **Certificated Salaries** | **Employee Benefits** | **Professional/Consulting Services** | **and Operating Expenses** |
| LCFF $16,092 | | | |

| **Certificated Salaries** | **Employee Benefits** | **Professional/Consulting Services** | **and Operating Expenses** |
| LCFF $10,000 | | | |

| **Certificated Salaries** | **Employee Benefits** | **Professional/Consulting Services** | **and Operating Expenses** |
| LCFF $4,650 | | | |
### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6 The District will continue a student mentorship program that was piloted in 2016-2017 that provides mentorship and support for at-risk students at school wide Title I high schools. Mentors will be placed in Integrated Math I, English, and Biology classes.</td>
<td>2.6 The District's student mentorship program continued in its third year at four high schools to support EL students: Colony, Ontario, Chaffey, Montclair. Each of the 4 sites maintained between 15-40 mentors throughout the year working in Biology, Integrated Math I, and English I classes to support students.</td>
<td>See 1.8</td>
<td>See 1.8</td>
</tr>
<tr>
<td>• -Training for mentors and classroom teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2.7 The District will provide professional development for Achievement Teams, including new teams as well as ongoing support for established teams. District-provided Achievement Team support and workshops Collaboration/release time</td>
<td>2.7 In 2018-2019, the District provided support for 69 site Achievement Teams and 371 teachers. Instructional coaches worked with individual teams at their sites, and Achievement Teams were provided with release time for collaboration.</td>
<td>Certificated Salaries Employee Benefits LCFF $129,750</td>
<td>Certificated Salaries Employee Benefits LCFF $30,415</td>
</tr>
</tbody>
</table>
### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 EL coach provides structured collaboration support for ELD, English Literacy 180, and Accelerated English teachers. This item funds the cost of substitutes/release time only.</td>
<td>2.8 The English learner and literacy coach continues to bring various teams together throughout the year. These meetings consisted of reviewing student data to determine what instructional shifts needed to be made. Teachers also had the opportunity to learn from each other by sharing best practices. The ELD teachers, Accelerated English teachers, and other EL support class teachers have been provided with professional development and training to help utilize their ELD Standards-aligned instructional materials. All Read 180 teachers have been trained in Read 180 Universal and they continued to meet to discuss its implementation and share best practices. The coach also met with the site EL Advisors to discuss practices and procedures regarding EL placement, reclassification, and progress monitoring. Finally, after reviewing various pieces of data and feedback, all teachers and college mentors who participate in the EL Mentorship Program will be brought together for training and additional professional learning opportunities as we prepare for the 2019-2020 school year.</td>
<td>Certificated Salaries Employee Benefits LCFF $25,000</td>
<td>Certificated Salaries Employee Benefits LCFF $12,262</td>
</tr>
</tbody>
</table>
### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 2.9 A fourth cohort of up to 160 teachers will be trained in the integration of instructional technology.  
  - Professional development for fourth cohort of teachers.  
  - Purchase of classroom sets of Chromebooks, carts, and necessary components.  
  - Ongoing training for initial cohort teachers. | 2.9 The District trained 160 additional teachers in Cohort IV of the technology integration initiative. These teachers were provided two days of training and one-on-one coaching support. The District purchased 4,580 Chromebooks with 229 carts that were distributed to the teachers’ classrooms in August and September as they began the technology integration training. Previously trained teachers receive ongoing support from instructional coaches in various workshops held throughout the year and in teachers’ classrooms. | Books and Supplies LCFF $1,520,249 | Books and Supplies LCFF $1,516,850 |

### Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 2.10 The District will provide necessary technology support by maintaining the positions of four computer technicians.  
  - 4 Computer Tech I salaries and benefits | 2.10 The District maintained four computer technicians who provided services District-wide to support all instructional technology initiatives. This included updating hardware, installing software, and providing technical assistance with goal of achieving same-day service. | Classified Salaries Employee Benefits LCFF $351,422 | Classified Salaries Employee Benefits LCFF $325,672 |
### Action 11

**Planned Actions/Services**
- 2.11 The District will maintain an effective and operational network.
  - Purchase, replace, and upgrade additional network storage drives and switches
  - Additional efforts needed to upgrade storage capacity in 18-19

**Actual Actions/Services**
- 2.11 The District maintained an effective and operational network.
  - Equipment, including switches and storage devices, were updated and replaced as needed, and IT focused on updating student and staff data storage. The Instructional Technology department strived to provide same day service in response to reported issues.

**Budgeted Expenditures**
- Books and Supplies
- Professional/Consulting Services and Operating Expenses
- LCFF $350,000

**Estimated Actual Expenditures**
- Books and Supplies
- Professional/Consulting Services and Operating Expenses
- LCFF $368,621

### Action 12

**Planned Actions/Services**
- 2.12 The District will provide basic tech needs for new staff, replacement parts and services for all tech needs districtwide
  - New iPads and PC’s for new staff, repair parts for Chromebooks, PCs and iPads
  - Replace outdated, obsolete technology in student labs and classrooms

**Actual Actions/Services**
- 2.12 All new and transferring teachers were provided desktop computers, iPads, and classroom projectors; computers were also provided for classified staff and administrators. Existing equipment was repaired as needed. All budgeted funds were expended.

**Budgeted Expenditures**
- Books and Supplies
- LCFF $92,850

**Estimated Actual Expenditures**
- Books and Supplies
- LCFF $74,229

### Action 13

**Planned Actions/Services**
- 2.13 This action will be consolidated into Action 2.12

**Actual Actions/Services**
- $0

**Budgeted Expenditures**
- $0

**Estimated Actual Expenditures**
- $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.

| The District continued to provide comprehensive professional development for all teachers. In 2018-2019, the Instructional Coaching Team focused on professional development priorities as determined collaboratively by all stakeholders and by the self-reflections tool available on the California School Dashboard under Local Indicator - Implementation of Academic Standards. While the professional development offered applied to numerous topics in 2018-2019, there was an emphasis this year on instructional technology, implementation of Next Generation Science Standards, mathematics instruction, Achievement Teams (Professional Learning Communities), instructional shifts driven by new standards and frameworks, and support for EL teachers. |
| Additionally, staff received ongoing support in the administration of the CAASPP and ELPAC assessments to examine and improve instruction in math and English and to ensure that it aligned to Common Core State Standards. The District provided training for course leads in math and English with support from coaches. Grade-level, content-area teachers were provided with release time for collaboration activities to examine and align instruction, to develop units, lessons, and assessments, as well as to prepare for CAASSP. Additional support was provided for math teachers in the areas of instruction, curriculum, and assessment. Two coaches who support technology integration and math instruction supported math teachers to implement the Standards for Mathematical Practice, pilot the Math Reasoning With Connections (MRWC) course, and develop strong articulation and professional development partnerships with feeder districts. |
| In addition, an English Learner and Literacy coach supported teachers who work with English Learners on ELD standards, implementation of new curriculum, preparing for the ELPAC, and instructional strategies to meet the needs of EL students. The EL coach worked with teachers at four schools that implemented a mentorship program in freshmen math, biology, and English classes. The EL coach provided training for teachers and mentors. Mentors are recent high school graduates/college students hired to support the teacher with instruction, particularly for EL students. |
| Induction mentors developed workshops for new teachers that focused on classroom management, assessment, and differentiated instruction to meet the needs of all learners as outlined in the California Standards for the Teaching Profession. |
| An ongoing focus this year was training teachers to implement instructional technology in their classrooms to improve achievement, enhance student engagement, and provide access to resources for all students. The District trained an additional 160 teachers who attended multiple days of training to develop pedagogical approaches for using technology in instruction. The teachers received up to two Chromebook carts with 40 devices to use in their classrooms. With an emphasis on implementation of instructional technology the past few years, actions and services provide ongoing maintenance and technical support for staff and students to ensure that networks and services are operational at all times. |
Finally, the coaching team developed training to effectively implement Achievement Teams to support teachers’ efforts to implement a continuous improvement approach to data-driven instruction in specific content areas.

Collectively, all of these PD initiatives contributed to the expected annual measurable outcomes the District established for students. The ongoing culture of support provides teachers with the meaningful professional development to meet the needs of all students and address State Priorities pertaining to standards-based instruction and student achievement.

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

The District continued its PD efforts to support the multiple initiatives outlined in this goal. The District continued to improve its device-to-student ratio by training an additional 160 teachers and deploying over 5,000 more devices District-wide. It was critical that teachers receive ongoing PD to enhance their skills and confidence in the use of devices as instructional tools in the classroom.

Students noticed the increased access to technology in the classroom. In the LCAP survey given in January, over 90% of students indicated that technology was provided to improve instruction. The students' attitude toward availability of technology was among the highest on the survey.

The actions and services in Goal 2 are implemented to directly support the student achievement outcomes outlined in Goal 1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2.2 decreased due to less training required; Goal 2.4 decreased due to lower costs than anticipated; Goal 2.5 decreased due to lower costs than anticipated; Goal 2.7 decreased primarily due to less training required, and Goal 2.8 had lower than anticipated costs.

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.

Professional development priorities remained consistent throughout the school year. For example, the District continued to focus on math instruction, implementation of the History-Social Science Framework, Next Generation Science Standards, topics outlined in the California Healthy Youth Act, Advanced Placement training, and Career Technical Education. Additionally, the District introduced concepts of Social Emotional Learning to 65 staff and administrators.

The District used the self-reflection tool to assess its progress on Local Indicator - Implementation of State Academic Standards to examine progress made to ensure all students receive standards-based instruction across the curriculum. The results of this self-reflection informed professional development activities throughout the 2018-2019 school year. The information and data gathered by the Instruction Division was uploaded on the Dashboard and the requirements of this Local Indicator were met.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

CJUHSD will provide safe and caring campus environments that engage students in their schools.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities: CJUHSD 3

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The District continued to make efforts to keep classes sizes as small as practically possible. In 2018-2019, the average class size was 31.7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. RtI and SST meetings are held on each school site and at the District to ensure that CJUHSD provides interventions and counseling services to maximize academic success. In addition, a technical specialist was added to the Office of Assessment and Research in 2018 to help track students' academic achievement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. CJUHSD will maintain improved teacher caseload to achieve effective student engagement (Local Indicator - School Climate)
   BASELINE 2016: CJUHSD reduced average teacher caseload by 5.75%.
   Average class size 33.1
   18-19 GOAL:
   CJUHSD will maintain teacher caseloads to achieve effective student engagement (Local Indicator - School Climate) Average class size 33.1
   Site held RtI meetings: 58
### Expected

<table>
<thead>
<tr>
<th>District held RtI meetings: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>#s of SSTs held: 303</td>
</tr>
<tr>
<td>(Various State and Local Indicators)</td>
</tr>
</tbody>
</table>

18-19 GOAL: CJUHSD will maintain interventions and counseling services to maximize academic success at each site RtI committee meetings:

<table>
<thead>
<tr>
<th>Site held RtI meetings - as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>District held RtI meetings - as needed</td>
</tr>
<tr>
<td>#s of SSTs held - as needed</td>
</tr>
<tr>
<td>(Various State and Local Indicators)</td>
</tr>
</tbody>
</table>

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c. Decrease the following:

<table>
<thead>
<tr>
<th>Suspension Rate (State Indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion Rate</td>
</tr>
<tr>
<td>Dropout Rate</td>
</tr>
<tr>
<td>Chronic Absenteeism (State Indicator)</td>
</tr>
</tbody>
</table>

Increase Attendance Rate

BASELINE 2016:

<table>
<thead>
<tr>
<th>Suspension Rate (State Indicator): 4.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion Rate: 0.5 (14-15)</td>
</tr>
<tr>
<td>Dropout Rate: 5.9% (15-16)</td>
</tr>
<tr>
<td>Chronic Absenteeism (State Indicator): 14.17% (15-16)</td>
</tr>
</tbody>
</table>

Increase Attendance Rate: 96.4% (15-16)

18-19 GOAL:

c. Continue to decrease the following. Achieve GREEN performance level on California School dashboard for Suspension rate and Chronic Absenteeism

<table>
<thead>
<tr>
<th>Suspension Rate (State Indicator): 4.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion Rate: 0.45 (14-15)</td>
</tr>
<tr>
<td>Dropout Rate: 5.7% (15-16)</td>
</tr>
<tr>
<td>Chronic Absenteeism (State Indicator): GREEN</td>
</tr>
</tbody>
</table>

Increase Attendance Rate: 96.42% (15-16)

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### Actual

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c. The suspension rate decreased to 4.4% as reported on the California School Dashboard. The District's performance level on this conditions and climate indicator is GREEN.

The expulsion rate decreased to .23.

The dropout rate increased slightly to 6.5%

The chronic absenteeism rate declined to 11.4% (for secondary schools, Chronic Absenteeism is no longer an Indicator as previously planned).

The District's overall attendance rate increased to 96.5% in 2018
**Expected**

d. CJUHSD will provide mental health services to support students (Local Indicator - School Climate).

**BASELINE 2016:**

2016 LCAP survey: Provide services that meet the social and emotional needs of students
Well/Very Well - 72.6% students
Well/Very Well - 83.1% stakeholders

18-19 GOAL: d. Increase student/parent satisfaction by enhancing and publicizing services.
Well/Very Well - 75% students
Well/Very Well - 85% stakeholders

e. CJUHSD will provide mentorship services for foster youth.

**BASELINE 2016:** Foster youth mentorship services provided at two schools.

18-19 GOAL: Maintain foster youth mentorship services provided at no fewer than four schools.

f. CJUHSD will maintain clean and functional school facilities to ensure safe environments (Local Indicators - Basic Services).

**BASELINE 2016:**
CJUHSD will maintain clean and functional school facilities and achieve "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.

18-19 GOAL:
CJUHSD will maintain clean and functional school facilities and achieve "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.

**Actual**

d. The mental health and well-being of students remains a priority in the District. The District added personnel and programs to increase support for students.

**LCAP survey results (2019) Note:** questions and response scales were revised for this survey

Provide the services that meet the social and emotional needs of the students.
Stakeholders -- Well - 27.3%; Very Well - 36.4%; Extremely Well - 21.6%

The school takes care of the social and emotional needs of students.
Students -- Strongly Agree 11.8%; 36.8% Agree; 35.9% Neutral

e. The District provided foster youth mentorship programs at ALL District schools beginning in 2018.

f. The District continues to provide safe and functional facilities. The Facilities Inspection Tool (FIT) guides district and staff maintenance and grounds crews so that each site earns an "Exemplary" rating.
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The District will provide home to school transportation.</td>
<td>3.1 The District provides home to school transportation for students who live in specified areas.</td>
<td>Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operating Expenses, Transfers of Direct Cost, Professional/Consulting Services and Operating Expenses, Communications, Capital Outlay, Other Outgo</td>
<td>Classified Salaries, Employee Benefits, Books and Supplies, Services and Other Operating Expenses, Transfers of Direct Cost, Professional/Consulting Services and Operating Expenses, Communications, Capital Outlay, Other Outgo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCFF $2,323,689</td>
<td>LCFF $2,433,482</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Provide extended year/day intervention opportunities for all learners to maximize their chance to succeed</td>
<td>3.2 The District provides a full Summer School program and before/after school classes throughout the year to provide students opportunities to remediate grades and recover credits. Additionally, the District supported after school programs and classes to support freshmen achievement.</td>
<td>See Goal 1.4</td>
<td>See Goal 1.4</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Homeless support education to provide resources for LI and FY,</td>
<td>3.3 The District provided support education and resources for</td>
<td>Classified Salaries, Employee Benefits</td>
<td>Classified Salaries, Employee Benefits</td>
</tr>
</tbody>
</table>

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including training for cultural and poverty awareness.  
  - Homeless education support and training  
  - Increased counseling service

homeless, foster youth, and low income students. In 2018-2019, the District provided ongoing mentoring services for these students. The District employs three Outreach Consultants and additional support staff to provide support for students and families in crisis. The three Outreach Consultants focus on 1) Homelessness, 2) Foster Youth, 3) Dropout Prevention. All of these team members specialize in helping socioeconomically disadvantaged students and families. They also provided services for pregnant and parenting teens and supported students in need at the Infant Care Center and Eileen's HOPE Closet.

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Provide Outreach staff member to focus on Foster Youth support, and to work with our SED populations</td>
<td>3.4 Outreach consultants provided support services for foster youth, socioeconomically disadvantaged and homeless students at all of our school sites. One consultant also supported pregnant and parenting teens.</td>
<td>Classified Salaries Employee Benefits LCFF $92,525</td>
<td>Classified Salaries Employee Benefits LCFF $94,048</td>
</tr>
</tbody>
</table>

### Action 5

| Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services and Operating Expenses  
Title I $212,698 | Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services and Operating Expenses  
Title I $197,902 | Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services and Operating Expenses  
Title I $212,698 | Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services and Operating Expenses  
Title I $197,902 |
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.5 Site administrative support with APAs, focused intervention monitoring in the RtI process for at-risk students</strong>&lt;br&gt;  - APA salaries and benefits&lt;br&gt;  - APA secretary salary and benefits</td>
<td><strong>3.5 Assistant Principals of Achievement provided services that help students and families. APAs monitored student progress, lead RtI committees on each campus, and met with students, families, and teachers to determine services and/or interventions that supported student academic success. Each comprehensive high school and the Alternative Education Center have one APA. The APAs meet as a team monthly Districtwide to share best practices.</strong></td>
<td><strong>Certificated Salaries</strong>&lt;br&gt;<strong>Classified Salaries</strong>&lt;br&gt;<strong>Employee Benefits</strong>&lt;br&gt;<strong>LCFF $2,266,302</strong></td>
<td><strong>Certificated Salaries</strong>&lt;br&gt;<strong>Classified Salaries</strong>&lt;br&gt;<strong>Employee Benefits</strong>&lt;br&gt;<strong>LCFF $2,314,503</strong></td>
</tr>
</tbody>
</table>

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.6 Increase support by adding one</strong>&lt;br&gt;  - Psychotherapist to increase total to four&lt;br&gt;  - 10 MFT’s to support all students, including SpEd and Foster Youth&lt;br&gt;  - The District will increase the number of MFT trainees available to support students from eight to 24 (at no cost to the District).&lt;br&gt;  - Adding Community Health Education Workers (CHEWs) at two sites to support students</td>
<td><strong>3.6 The District increased staffing to develop mental health services that meet the growing demand. Staffing included the following:</strong>&lt;br&gt;  - 10 MFTs&lt;br&gt;  - 24 MFT trainees&lt;br&gt;  - Community Health Education Workers at two sites&lt;br&gt;  - 1 additional school psychotherapist&lt;br&gt;  The staff provides training to all faculty in suicide prevention. They also form crisis teams that report to schools when an incident</td>
<td><strong>Classified Salaries</strong>&lt;br&gt;<strong>Employee Benefits</strong>&lt;br&gt;<strong>Professional/Consulting Services and Operating Expenses</strong>&lt;br&gt;<strong>LCFF, Mental Health $1,244,853</strong></td>
<td><strong>Classified Salaries</strong>&lt;br&gt;<strong>Employee Benefits</strong>&lt;br&gt;<strong>Professional/Consulting Services and Operating Expenses</strong>&lt;br&gt;<strong>LCFF, Mental Health $1,421,938</strong></td>
</tr>
</tbody>
</table>
and families seeking mental health services.
- School Psychologist at Alternative Education Center
- Translation services for IEPs, transcripts
- Interpreting services for IEPs

requires the need for enhanced mental health services.

The District additionally assembled a mental health committee and a community mental health task force comprised of mental health professionals from school sites and the local community to collaborate and to improve services provided to students and staff.

In addition, the District provided translation and interpretation services for IEPs and other needs for parents with students with disabilities.

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 The District will increase counseling services.</td>
<td>3.7 The District continued to provide comprehensive counseling support. In 2018-2019, the District hired one additional counselor.</td>
<td>Certificated Salaries Employee Benefits LCFF $582,232</td>
<td>Certificated Salaries Employee Benefits LCFF $634,677</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 3.8 Program Support services for all student group populations
  - Program support services administration support | 3.8 The District provided program support services for all student populations. This included funding for a special education director, instructional assistants, and clerical support to provide assistance and support for students with disabilities, especially to help them be | Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services | Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services |
successful as they are included in the general education programs. Additionally, the District provided textbooks and instructional materials that supported all student populations.

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9 Provide increased services that offer leadership development, one-on-one and group mentoring for Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contract services through the California Youth Connection</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• these services will be provided at all schools effective 2018-2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>3.9 The District provided increased services at ALL school sites that offered leadership development, one-on-one and group mentoring for Foster Youth and contract services through the California Youth Connection. These students were also provided with additional educational opportunities including field trips to local colleges, universities, and museums. Furthermore, the District sponsors an evening with a motivational speaker during the holidays that provides foster youth with a supportive experience.</td>
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<th>Action 10</th>
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<tr>
<td>3.10 Continue to maintain or improve facilities to exemplary levels</td>
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<td>• Ongoing and Major Maintenance (RRMA)</td>
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<td>• Deferred Maintenance</td>
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<td>3.10 The District supported a full-time Maintenance department that responded to all the needs of each site to ensure that all facilities remained safe, functional, and in good repair.</td>
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<td>Classified Salaries Employee Benefits Books and Supplies Services and Other Operating Expenses Transfers of Direct Cost Professional/Consulting Services and Operating Expenses</td>
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<tr>
<td>Classified Salaries Employee Benefits Books and Supplies Travel and Conference Transfers of Direct Cost Professional/Consulting Services and Operating Expenses Communications</td>
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### Action 11

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<tr>
<td>3.11 Maintain improved teacher caseload size to increase engagement</td>
<td>3.11 The District worked with its associations to provide the best possible classroom scenarios for students and teachers. The District maintained staffing and added additional FTEs where necessary in 2018-2019 to ensure the teacher caseload was stable. In 2018-2019, the average teacher class size was 31.7.</td>
<td>Certificated Salaries Employee Benefits LCFF $2,554,245</td>
<td>Certificated Salaries Employee Benefits LCFF $2,554,245</td>
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### Action 12

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| 3.12 Increase campus security resources.  
  - Partner with local municipalities and law enforcement to provide a School Resource Officer on each school site. Contracts with Ontario and Montclair police departments and San Bernardino Probation office for PO at Chaffey High.  
  - Interquest Canine Services  
  - Director of Safety and Campus Officers | 3.12 The District values strong community partnerships with law enforcement.  
  The District has agreements with the cities of Rancho Cucamonga, Ontario, and Montclair to provide a School Resource Officer on every campus.  
  The District contracts with Interest Canine Services to conduct periodic drug detection  
  The District hired a full-time Director of Campus Security Officers to oversee supervision and training of CSOs, to improve | Classified Salaries Employee Benefits Professional/Consulting Services and Operating Expenses LCFF $1,275,591 | Classified Salaries Employee Benefits Professional/Consulting Services and Operating Expenses Materials and Supplies LCFF $823,303 |
- Increase staffing for Campus Security Officer
- Other related security services and training

safety procedures and protocols Districtwide, and to serve as a liaison between the district and law enforcement.

The District hired additional CSOs as needed

**Action 13**

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| 3.13 Provide ongoing staff training in Positive Behavioral Interventions and Supports, Restorative Justice, and Cultural Proficiency (Anti-Defamation League and Generation Ready) to improve school climate.  
  - Training and release time for staff  
  - Presenter fees and materials (if any) | 3.13 The District continued to support programs throughout the District and at individual sites to support conditions and climate. Chaffey High School continued its implementation of PBIS in 2018-2019. Its suspension rate declined by 1% to 4.2%, GREEN on the Dashboard.  
  The District contracted with the Anti-Defamation League (ADL) to provide cultural proficiency and unconscious bias training to staff. In 2018-2019, the District continued to provide full one-day trainings for staff for an additional 350 staff members.  
  The District provided introductory training in Social Emotional Learning for 72 administrators, counselors, and teachers. | Certificated Salaries Professional/Consulting Services and Operating Expenses  
LCFF $105,000 | Certificated Salaries Professional/Consulting Services and Operating Expenses  
LCFF $77,705 |
### Action 14

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| **3.14 Increase campus security equipment**  
  - Upgrade and increase security camera systems  
  - Install and deploy LobbyGuard, a visitor monitoring system, on each campus | **3.14 The District added 19 cameras in District in areas that demonstrated the highest need as determined by staff.**  
  LobbyGuard was implemented at each school site to provide a safe check in process for school visitors. | **Books and Supplies**  
  Professional/Consulting Services and Operating Expenses  
  **Capital Outlay**  
  **LCFF $692,500** | **Books and Supplies**  
  Professional/Consulting Services and Operating Expenses  
  **Capital Outlay**  
  **LCFF $4,500** |

### Action 15

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| **3.15 The District will increase access to mental health, wellness, and preventative support on each campus by exploring, implementing, and supporting these initiatives over time:**  
  - peer counseling  
  - mental health fairs  
  - Tier II group therapy classes  
  - parent education classes  
  - mental health student clubs  
  - professional development  
  - partnerships with local universities and organizations to leverage services for students and families | **3.15 The District continued to support increased access to mental health, wellness, and preventative support programs.**  
  - The District supports five peer counseling programs, and will continue to until all sites have an active program  
  - Each site hosted a lunch time mental health fair for students  
  - The District increased Tier II therapy services for students  
  - Additional parent classes and events were offered  
  - The District provided professional development activities for staff, including registration at a regional wellness conference and | **Certificated Salaries**  
  **Employee Benefits**  
  **Professional/Consulting Services and Operating Expenses**  
  **LCFF, Special Ed $205,935** | **Certificated Salaries**  
  **Employee Benefits**  
  **Professional/Consulting Services and Operating Expenses**  
  **LCFF, Special Ed $205,935** |
WJR, BASC

The District provided all sites with the materials required to ensure students with disabilities are appropriately assessed for accommodations and modifications (WJR, BASC).

The District continued to foster strong partnerships with local colleges, universities, and organizations that yield benefits for students.

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.

To ensure that the District attends to priorities pertaining to Pupil Engagement, School Climate, and Basic services, the District monitors school climate and conditions annually and implements strategies and practices to enhance safe and caring learning environments.

To this end, the District invested significant resources and staffing to ensure that its campuses are well maintained and that students are provided with an effective and a coordinated system of supports that will foster personal and academic growth and development. Spearheading these efforts are the Assistant Superintendent of Alternative Instruction and the Assistant Principals of Achievement on each comprehensive campus.

The Assistant Superintendent of Alternative Instruction oversees all of the District's alternative schools, programs, supports for students, and outreach efforts designed to assist at-risk students and their families. This includes the facilitation of the District’s Response to Intervention (RtI) team, consisting of experts and educators from the District Office and all schools, which meets quarterly to better understand why students struggle and to develop intervention systems to ensure that appropriate assistance is offered to all students who need support.

The Assistant Principals of Achievement (APA) formally meet every month to share best practices and discuss the most effective ways to provide efficient and effective support for students. Throughout the year, the APAs hold RtI meetings and Student Study Team
(SST) meetings at District schools. In addition, students are provided opportunities to remediate poor grades and missed credits in Before and After School Class programs. This year, students completed classes either before or after the school day in order to help them get back on track for graduation and/or to be eligible to apply to universities. The APAs are supported by a data analyst who tracks academic progress of all students.

Providing guidance for students and ensuring their positive mental health play a major role in their potential for success, and the District continues to see the need to extend counseling support for students. Some students experience personal trauma and suffer from related mental health issues. The District provides three expert therapists, ten marriage and family therapist (MFT) interns, and eight MFT trainees who meet with students to provide needed therapy, both in groups and individually. This year, the District increased the group mentoring program for Foster Youth from two to all District schools. This program, referred to as Emerge Counseling, was facilitated by California Youth Connections.

When necessary, the District also provides diagnostic assessments for students in order to identify learning deficits and disabilities. Other supplementary services include translation services for IEPs, instructional materials, and additional clerical and accounting support services at our Title I eligible schools.

Two other significant investments include consistent maintenance of our facilities and class size reduction measures. The District maintains eight large comprehensive high schools as well as an Alternative Education Center and two Adult School facilities. Timely maintenance and repairs are extensive but remain a priority to ensure that our campuses and buildings are safe and accommodating for students to foster an appropriate learning environment. Using the Facility Inspection Tool (FIT), each site received a rating of "Exemplary."

The District also made significant strides in the past few years to reduce teacher caseload in the belief that smaller classes provide more teacher/student interaction and contribute to increased student engagement and achievement. This year, the District was voluntarily able to reduce caseload averages lower than what is mandated by the District's Collective Bargaining Agreement.

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

Student achievement remains consistently high in the Chaffey Joint Union High School District as demonstrated by key metrics that are regularly monitored. However, based on consistent feedback from staff, students, and stakeholders, attending to students’ mental health and wellness is a growing concern. As such, the District will continue to prioritize this area.

Regarding student achievement data, the District believes in what it defines as the "Big Two." The District's longitudinal data show that students will excel academically when provided with the support they need to complete freshman year successfully and to complete the A-G requirements. The percentage of 2018 graduates who successfully completed the rigorous A-G requirements, meeting the admission requirements for the UC and CSU systems, increased from 58.6% to 63.9%. In addition, over the past few years, the District has been especially proactive in regards to providing support for freshmen students, as many research studies have indicated that freshman achievement is the greatest predictor of high school success. To this end, we have incorporated many intensive
interventions focused on helping freshmen to be successful. During the 2017-2018 school year, the District's percentage of freshmen who earned 45 or fewer credits dropped to 9.1%. Final A-G and freshmen success data will be available in July 2019.

Additionally, the District continues to make strides in increasing the inclusion rate among special education students. In 2019, the rate increased to 53.5% SWD included in general education setting for 80% of their school day. This represents an increase 1.5%.

Moving into 2019-2020, the District will increase support of foster youth. Performance levels on the California School Dashboard highlighted the challenges foster youth encounter. As a result, the District qualified for Differentiated Assistance and support with the County, and will continue to prioritize and support foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.6 increased due to the District providing additional mental health supports during the school year; Goal 3.10 increased due to additional completed maintenance projects; Goal 3.12 decreased due to filling less staffing positions than anticipated; Goal 3.13 decreased due to less required training; Goal 3.14 significantly decreased due to postponement of camera installation to the 2019-2020 school year.

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.

No changes were made to Goal 3. The District's commitment to maintain safe and engaging climates benefits students, staff, and parents. Schools maintained effective RtI committees and offered an array of interventions that continued to meet the social-emotional and academic needs of all students. These efforts were bolstered by College Readiness Block Grant funds that provided focused tutoring in A-G required courses at the end of each semester.

Beginning in 18-19, action/service 3.15 was added to provide ongoing support for students' social/emotional and mental health needs. Action/service 3.15 increased access to mental health, wellness, and preventative support on each campus by exploring, implementing, and supporting these initiatives over time, including peer counseling, mental health fairs, Tier II group therapy classes, parent education classes, mental health student clubs, professional development, and partnerships with local universities and organizations to leverage services for students and families.

Provide all sites with necessary testing material to ensure that students with disabilities receive the appropriate accommodations and modifications (WJR, BASC).

Finally, facilities were maintained at exemplary levels and campuses were kept safe and clean. Under the supervision of the Director of Campus Safety and Security Officers, security officers received additional training at all campuses and the District maintained partnerships with local law enforcement agencies to ensure that each school site had a school resource officer.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

CJUHSD will provide effective communication and strong relationships with all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities: CJUHSD 4

Annual Measurable Outcomes

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d. CJUHSD will provide technology applications to facilitate communication between home and school and increase parent registrations on School Loop (Local Indicator - Parent Engagement).

2016 BASELINE
2016-2017 School Loop registrations
Registered Students: 92.6%,
Registered Households: 72.4%

Aeries Parent Portal - 2,845 Registered

18-19 GOAL:
d. Student registrations will increase
Registered Households will increase
Aeries Parent Portal will increase.
Registered Students: 94.5%,
Registered Households: 77%

Aeries Parent Portal - 3,250 Registered

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

**Action 1**

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| 4.1 AP of Achievement will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal, and others
  - Salary costs for APA | 4.1 APs of Achievement, in collaboration with District staff, worked throughout the year to craft, advertise, recruit, and promote events to provide parents with information and training about educational issues. These events include, SSC, ELAC, DELAC, Parent Forums, Coffee with Principal (during day and evening), and other events sponsored by the school, District, and/or in | See Goal 3.5 | See Goal 3.5 |
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Provide parent and family training opportunities at all sites.</td>
<td>4.2 The Director of Community Relations, Instruction Division, Principals, and other site leaders developed, planned, and hosted parent training events on all sites, at the District office, and at the County and State levels. This year, the District hosted its first Family and Community Engagement event attended by over 160 parents, students, and community members.</td>
<td>Books and Supplies Professional/Consultant Services and Operating Expenses LCFF, Title I $195,106</td>
<td>Books and Supplies Professional/Consultant Services and Operating Expenses LCFF, Title I $185,331</td>
</tr>
<tr>
<td>• Parent training and support services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Operating expenditures</td>
<td></td>
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**Action 3**

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Provide School Loop website services for parents</td>
<td>4.3 The District continued to offer and support School Loop for all stakeholders.</td>
<td>Classified Salaries Employee Benefits Professional/Consulting Services and Operating Expenses LCFF $227,407</td>
<td>Classified Salaries Employee Benefits Professional/Consulting Services and Operating Expenses LCFF $232,201</td>
</tr>
<tr>
<td>• Cost for School Loop services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Operational, maintenance support staff</td>
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</tbody>
</table>

**Action 4**

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<tr>
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<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 The District will provide ESL classes for all interested parents</td>
<td>4.4 The District continued to offer ESL classes to parents.</td>
<td>Certificated Salaries Employee Benefits Adult Education $64,512</td>
<td>Certificated Salaries Employee Benefits Adult Education $49,531</td>
</tr>
<tr>
<td>• ESL courses, salaries and benefits</td>
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</tbody>
</table>
## Action 5

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<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 InTouch messaging system to provide all stakeholders with information</td>
<td>4.5 The InTouch messaging system allowed District and site leaders to communicate with</td>
<td>Professional/Consulting Services and Operating Expenses LCFF $19,115</td>
<td>Professional/Consulting Services and Operating Expenses LCFF $19,115</td>
</tr>
<tr>
<td>- cost for InTouch System</td>
<td>all stakeholders as needed through to provide updates, reminders, and information.</td>
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</table>

## Action 6

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6 Maintain Director of Community Relations</td>
<td>4.6 The Director of Community Relations plans, guides, and develops all programs and</td>
<td>Certificated Salaries Employee Benefits Travel and Conference LCFF $195,604</td>
<td>Certificated Salaries Employee Benefits Travel and Conference LCFF $199,904</td>
</tr>
<tr>
<td>- work with parent groups, support EL learners, provide leadership to all sites</td>
<td>activities that support family and community engagement and serves as a liaison for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and parent outreach</td>
<td>parents/community members between sites, the District office, the County, and feeder</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>school network of family engagement personnel.</td>
<td></td>
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<tr>
<td></td>
<td>The Director also promotes, monitors, and attends trainings offered to parents</td>
<td></td>
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<tr>
<td></td>
<td>districtwide and works closely with APAs and principals to provide quality parent</td>
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<tr>
<td></td>
<td>training opportunities at each school.</td>
<td></td>
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<td></td>
<td>The Director is a member of the Instruction Division and works collaboratively to</td>
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<td></td>
<td>develop documents, surveys, website content and other communications to support</td>
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<td></td>
<td>parents.</td>
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</tbody>
</table>
**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7 Provide interpretation services for parents. (Language Line)</td>
<td>4.7 The District provides Language Line interpretation services for immediate translation. The service allows a trained school employee to access an interpreter on the phone to translate in any language. The District has seen an increase in the use of this system since its implementation of January 2018. Between June and March of 2018-2019, Language Line was used 117 times. Eleven (11) languages were translated, including the most frequent languages requested, Mandarin, Spanish, Vietnamese, and Korean.</td>
<td>Professional/Consulting Services and Operating Expenses  LCFF $4,500</td>
<td>Professional/Consulting Services and Operating Expenses  LCFF $4,849</td>
</tr>
</tbody>
</table>

**Analysis**

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

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

The Assistant Principals of Achievement and the Director of Community Relations worked collaboratively to support parents and to increase effective communication and strong relationships with all stakeholders and were key to the District's commitment to Parent Involvement (Priority 3).

The Director of Community Relations worked with parents, site teams, the LCAP Advisory Committee, County and State leaders, and community members to build relationships and provide stakeholder support that helps foster academic partnerships. These academic partnerships provided additional support for our students to help them during their time in high school and prepare for life after high school. The efforts outlined in this Goal enabled the District to provide effective communication and strong relationships with all stakeholders. The District held its first Family and Community Engagement event that included groups of parents from every school in addition to community members, religious leaders, and students.
The Director of Community Relations also worked collaboratively with the Director of Categorical Programs to support the District English Language Advisory Committee (DELAC) to gather input throughout the year to advise LCAP decision-making. They also plan and develop State and Federal required specialized programs (i.e. LCAP, Program Improvement, Title I, etc.).

The District also experienced tremendous gains in parents/families attending/participating in training opportunities. These learning opportunities included the following: Teaching Learning and Connecting or TLC, Superate y Triunfa Levels I-IV (Intro to computers and financial literacy for Spanish speaking parents), The Parent Project, DJ Inspires Parent Support, Positive Parenting with Dr. Wilson, PBIS Family Empowerment Series, Club de Lectura, Parents on Point, Project to Inspire, Promise Scholars, Mental Health First Aide, Montclair to College, County Superintendent of Schools Regional Parent Leadership Academy Levels 1 and 2., counselor-created and facilitated parent trainings such as the Jaguar Parent University at Ontario High School, the Grizzly Parent Academy at Los Osos High School, and the CAV Corner at Montclair High School, District-Wide collaboration family workshops co-sponsored by the CJUHSD, Chaffey College Community Outreach, and the Ontario Montclair School District. Also, in an effort to continue to grow stakeholder outreach over 160 parents, staff and community members were invited by the Superintendent to participate in an inaugural Family and Community Engagement LCAP Kick-Off event held in January. In May 2019, a FACE Team comprised of District-wide members (parents, counselors, administrators, a teacher librarian and community member) participated in an intensive Dual Capacity Framework for Family-School Partnerships training with Dr. Karen Mapp offered by the County Superintendent of Schools and Scholastic. Parents serving on DELAC and the LCAP Advisory Committee noted the positive effects these undertakings had on families and students.

In addition, the College Readiness Block Grant funded site-based training developed by site counseling teams. By regularly attending these trainings and other meetings, parents have a liaison who they trust. The Director of Community Relations also worked with the Instruction Division to administer and monitor the LCAP survey and to develop strategies to make the survey accessible to Spanish and Chinese parents. Additionally, the District administered a School Climate survey to all 10th graders in the Fall of 2018. Data was examined Districtwide and disaggregated by site and other variables to inform site-based decision-making. The California School Dashboard reported the District's findings. Furthermore, the District reported its Parent Engagement findings and results on the Dashboard and both Local Indicators and met the requirements of the Dashboard.

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

With both site and District resources, schools offered more opportunities for parent engagement. These include 55 "Coffee with the Principal" meetings during the school year. There were over 438 informational and educational workshops for parents provided by, TLC, Superate y Triunfa, The Parent Project, DJ Inspires Parent Support, Positive Parenting with Dr. Wilson, PBIS Family Empowerment Series, Club de Lectura, Parents on Point, Project to Inspire, Promise Scholars, Mental Health First Aide, Montclair to College, and/or site designed programs. Over 12,800 parents participated in these sessions (count includes parents who attended multiple events). These offerings increased from the previous year.
In an effort to continue to grow stakeholder outreach, the Superintendent invited over 160 parents, staff and community members to participate in an inaugural Family and Community Engagement LCAP Kick-Off event held in January. Parents serving on DELAC and the LCAP Advisory Committee noted the positive effects these undertakings had on families and students. District staff continues to increase its involvement in San Bernardino County trainings and events for parents. The efforts and resources allotted to this goal drove increased parent engagement and opportunities as noted by the actual data. Schools also routinely used School Loop and InTouch to communicate with parents and students to inform them about academic progress, important school events, and parent engagement opportunities.

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.

There were not changes made to this goal. However, the District did expand Family and Community Engagement efforts by hosting its first FACE event in January of 2019. Over 160 participants, including family and community members and students, attended and contributed to dialogue that helped shape the 19-20 LCAP. The District will continue to use this goal to meet the requirements of the Parent Engagement and School climate Local Indicators featured on the California School Dashboard. The District will use the self-reflective tools, survey data, and documentation of parent engagement activities and events to gauge parent involvement. The District will continue to make efforts to promote parental participation in programs and seek input from parents and students in decision-making vis-a-vis School Site Council, PTSA, ELAC, DELAC, LCAP Advisory, parent trainings and other school and District-based programs.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

CJUHSD will provide fiscal solvency and transparency for all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities: CJUHSD 5

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide a positive District budget</td>
<td>Positive Certification for each school year</td>
<td>a. EVIDENCE 2018-2019: Positive Certification from County:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st interim and 2nd interim</td>
</tr>
<tr>
<td>2016 BASELINE: CJUHSD PROVIDED A POSITIVE DISTRICT BUDGET</td>
<td>(DISTRICT AND COUNTY DATA) and ACHIEVED POSITIVE CERTIFICATION.</td>
<td>Budget and Multi-Year Projection Review Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff attended Professional Workshops</td>
</tr>
<tr>
<td>EVIDENCE 2015 – 2016:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Certification from County:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Interim and 2nd Interim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Audit Successfully Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRESS 2016 – 2017:</td>
<td></td>
<td></td>
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<tr>
<td>Positive Certification from County:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st interim and 2nd interim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget and Multi-Year Projection Review Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff attended Professional Workshops</td>
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<td></td>
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<tr>
<td>18-19 GOAL:</td>
<td></td>
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<tr>
<td>Ensure positive certifications from County, successful completion of audits, and accurate multi-year projection reviews.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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</tr>
</thead>
</table>
| 5.1 Provide the personnel necessary to ensure fiscal solvency and effective fiscal planning.  
  - Assistant Superintendent of Business  
  - Support staff | 5.1 The District maintained fiscal staffing positions to ensure fiscal solvency and effective fiscal planning as planned. | Classified Salaries Employee Benefits LCFF $498,697 | Classified Salaries Employee Benefits LCFF $516,653 |

### Action 2

<table>
<thead>
<tr>
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<th>Actual Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Contract services for actuarial studies and auditing of financial statements and attendance procedures to ensure compliance with applicable law.</td>
<td>5.2 The District contracted services for actuarial studies and auditing of financial statements and attendance procedures to ensure compliance with applicable law.</td>
<td>Professional/Consulting Services LCFF $60,625</td>
<td>Professional/Consulting Services LCFF $59,028</td>
</tr>
</tbody>
</table>

### Action 3

<table>
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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Staff to attend professional workshops and conferences on current budget issues and topics to help ensure efficient utilization of Prop 39 funds, utility fee reduction measures, and other cost saving programs.</td>
<td>5.3 District staff attended professional workshops and conferences on current budget issues and topics to help ensure efficient utilization of Prop 39 funds, utility fee reduction measures, and other cost saving programs.</td>
<td>Memberships Services and Other Operating Expenses LCFF $10,120</td>
<td>Memberships Services and Other Operating Expenses LCFF $8,366</td>
</tr>
</tbody>
</table>
### Other consultant services

- 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.

Staff attended multiple workshops and conferences and auditing services ensured accuracy and compliance. Workshops included those conducted by School Services of California, Capital Advisors, Association of California School Administrators, and/or California School Business Officials (CASBO) conference. The District's Assistant Superintendent of Business, Chief Fiscal Services Officer and/or the Executive Director of Assessment and Research attended these conferences.

As a result, staff refined budget assumptions based on developments communicated in workshops and conferences attended throughout the year. Furthermore, the events enabled staff to keep abreast of laws and statewide issues pertaining to school finance and LCFF. Thus, staff is able to apply strategies that enable the District to maintain fiscal accountability and solvency.

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

The budget process and multi-year projection review demonstrated that the District has sound procedures in the budgetary process and multi-year projection. If fact, it showed that the District's revenue and expenditure values come in very close to audited actuals. Additionally, staff who attended conferences and workshops were able to stay informed in topics that impact budget as well as equipped them to share information with appropriate other team members.

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.

No changes were made to this goal.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

During the 2018-2019 school year, the Chaffey Joint Union High School District invested substantial resources to increase stakeholder engagement. These efforts address State Priority 3 (Parent Involvement) and the Parent Engagement Local Indicator. The following initiatives provide an outline of these endeavors.

PERKINS ADVISORY COMMITTEE

As part of a valued practice and legal requirements for receiving Perkins funding, the District hosts an annual advisory meeting with business partners. Teachers invite contacts from across industries represented in the region to seek input regarding the programs operated and learn more about cutting-edge practices. All stakeholders present also received information about the District’s vision and LCAP goals.

LCAP-AT-A-GLANCE

The District annually publishes a user-friendly LCAP-at-a-Glance (available in both English and Spanish) to present information about the District’s vision, goals, data, actions, services, and expenditures in an easy-to-use graphic format for all stakeholders. The LCAP-at-a-Glance was distributed at public meetings, ELAC and DELAC meetings, School Site Councils, and various parent/family trainings and it is available at all sites and the District office.

LCAP ADVISORY COMMITTEE & FACE meetings

The District continues to engage all stakeholders and look for ways to reach out to new stakeholder groups. The 2019-2020 LCAP cycle began with a kick-off event held at Rancho Cucamonga High School on January 28, 2019. The inaugural Family and Community Engagement LCAP Forum was well-received with over 160 stakeholders in attendance. The evening engaged parents, students, community partners, and faith community partners in dialogue with principals and administrators from their respective schools after hearing an informative and entertaining presentation from the Superintendent and his Cabinet. Participants were also asked to take the LCAP survey, which included a short survey regarding family and community engagement.
The LCAP Advisory Committee met three times during the LCAP development process. These meetings were held on February 7, March 6, and April 17, 2019.

The LCAP Committee maintains a balance of membership to ensure equitable voice and representation from all stakeholders including parents, students, community members, teachers, counselors, classified staff members, and administrators. Furthermore, the committee is comprised of members from each school site and participants from unduplicated pupil groups including ELs, SED, and foster youth.

Committee membership:
- Parents – 2, including those with students from English learner, GATE, and Special Education designations
- Students – 3, including English learner, foster youth, and low income designations
- Teachers – 4, including the Association President, EL Advisor, Special Education Advisor, and a counselor
- Classified – 2, including the Association President, Foster and Homeless Youth Coordinator
- Administration – 2, including a comprehensive and alternative site principals
- Community Members – 3, including a local media advisor, Hope through Housing Foundation president, and the San Bernardino County Foster Youth Director
- District Office – 4, including the Superintendent, Assistant Superintendent of Instruction, the Director of Categorical Programs, and the Director of Community Relations

The meetings are open to the public and all stakeholder groups.

The February 7 meeting focused on the LCAP process and annual update. The committee studied and discussed a comprehensive overview of progress made on the 2018-2019 LCAP goals and Expected Annual Measurable Outcomes. The committee evaluated and discussed a new, comprehensive publication that outlines the five LCAP goals, 56 actions and services, and progress on the 30 Expected Annual Measurable Outcomes. The committee also studied the District’s progress on State and Local Indicators on the California School Dashboard as reported on the Fall 2018 release of the Dashboard.

The March 6 meeting focused on LCAP survey results. The committee discussed survey outcomes, reviewed student achievement data and progress, and discussed possible needs for the 2019-2020 LCAP. The committee discussed possible adjustments and additions to actions and services for the 2019-2020 LCAP. These included the need to support all students' mental health issues and social and emotional needs, and more support for foster youth.

Finally, the LCAP process entered its final phase when the Superintendent delivered his annual presentation to the committee on April 17, 2019. He recounted the process that led to goal revisions over the five-year history of the District's LCAP. He also outlined the direction of the District for the coming year, shared progress on metrics, clarified Expected Annual Measurable Outcomes, and outlined actions and services the District could provide within the anticipated budget for the coming year. Parents spoke on behalf of the DELAC and various schools and were thankful for the District's efforts this year.
ONLINE LCAP SURVEY

In order to gather more stakeholder input, the District continued the strategies that increased stakeholder responses the prior year. For the third year, the District placed the LCAP surveys online. The District administered two separate surveys: one for parents/faculty and community members and one for students to amplify student voice. The District also provided surveys in Spanish and in Chinese. Questions in the surveys were further revised to ensure alignment with the District’s LCAP goals and the State and Local Indicators on the California School Dashboard.

District and site administrators promoted the survey at school events and functions and at faculty and community meetings. They also used School Loop, social media, and InTouch messaging services to inform all stakeholders about the opportunity to provide input. From these efforts, participation in the survey increased. Participation among Stakeholders surveyed increased to 1,655, including over 400 parents. Student participation increased from 6,453 student responses to over 7,500 in 2019.

Analysis of survey results found several areas that respondents prioritized:
- Graduate students who are college AND career ready
- Provide for the mental health and safety of students
- Provide safe and caring learning environments
- Ensure Access to Core (A to G) subject areas
- Provide interventions and support for struggling learners
- Continue to ensure students have access to resources, standards-based instructional materials, and technology

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE (DELAC)

The Assistant Superintendent of Instruction, Assistant Superintendent of Alternative Instruction, Director of Categorical Programs, and Director of Community Relations routinely attended DELAC meetings held six times to provide updates and to seek input on the progress of the LCAP. The DELAC is made up of parents from all sites who work with the District on strategies and programs to best support English learners. The DELAC board is elected from those ELAC parents districtwide. Those meetings took place on August 17, October 12, February 1, March 8, April 26, and May 10.

The Director of Categorical Programs met with the DELAC officers (president, vice president, and secretary) each Monday before the meetings to set the agenda. Agenda items include topics of interest to the committee, those required by bylaws, and District and state developments. Agenda items, for example, in 2018-2019 included reclassification procedures, review of the District Master Plan that provides services for EL students, the California School Dashboard, English Learner Roadmap, LCAP procedures and progress, and the shift to the new English Language Proficiency Assessments for California (ELPAC). During the March 8 meeting, the Assistant Superintendent of Instruction presented the annual update of the 2018-2019 LCAP, discussed priorities for the following year, and answered questions.
During the meeting on May 10, the Superintendent presented the proposed LCAP, and gathered feedback and input from the parents about the goals and actions and service. The Superintendent responded to all comments that were made from the DELAC.

FAMILY ENGAGEMENT LEADERSHIP ACADEMY (FELA) & CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

Parents and staff from various District schools attended the County School Family Engagement Leadership Academy that provided training for developing family/community engagement and inclusion in the LCAP process. A group of District and site administration along with parents and staff attended the annual CABE Conference in March.

PARENT LEADERSHIP TRAINING ACADEMY

This year the San Bernardino County Superintendent of Schools has also offered a Parent Leadership Training Academy Series. The four-module training helps build the capacity of parents, community members and other stakeholders to become partners in education with their schools. This series also includes in depth information about the LCAP process. Participation is open to all parents, grandparents and guardians of students within the San Bernardino County region who want to engage in the education of their children. This year, the County offered Regional Parent Academy Leadership, Level Two, a community-based group that deepens family and community engagement initiatives in each district.

Throughout the stakeholder survey campaign, the District sought input during various site-based parent meetings such as Coffee with the Principal, ELAC meetings, parent forums, site council meetings, Department of Behavioral Health parent/family trainings, introductory computer/financial literacy parent programs and counselor-led parent/family trainings.

SITE-BASED STAKEHOLDER ENGAGEMENT

The District is proud of the significant increases in parent engagement efforts, parent trainings, and involvement at each of its sites. The District has seen a correlation between parent leadership training and an increase in the number of parents who are now serving on committees. District-wide attendance and participation among parent/family members grew with stakeholders serving on school site councils, English Language Advisory Committees, PTSA and other support councils. During the 2018-2019 school year, 1613 parents participated and served on committees for both semesters of the year, an increase of over 500 from the previous year.

In addition to the increase in parent/family participation in committee service, the District also experienced tremendous gains in parents/families attending/participating in training opportunities. During the 2018-2019 school year, 12,870 parents/families attended/participated in training opportunities (duplicative count), an increase of over 2,000.
These learning opportunities included the following:
- Teaching Learning and Connecting or TLC
- Superate y Triunfa Levels 1-4 (Intro to computers and financial literacy for Spanish speaking parents)
- The Parent Project
- County Superintendent of Schools Family Engagement Leadership Academy Levels 1 and 2
- County Superintendent of Schools Family Engagement Network
- Counselor-created and facilitated parent trainings such as the Jaguar Parent University at Ontario High School, the Grizzly Parent Academy at Los Osos High School, and the CAV Corner at Montclair High School
- District-Wide Collaboration Family Workshops co-sponsored by the CJUHSD
- Chaffey College Community Outreach and the Ontario Montclair School District
- Parents on Point
- Positive Parenting classes
- Youth Mental Health First Aid
- District-wide parent seminars presented in partnership with the Ontario Montclair School District that include the following topics requested by families:
  - Suicide Prevention
  - Power of Communication
  - Social Media Awareness
  - Drug Abuse Recognition
  - Mental Health

Although the District has demonstrated significant growth with Parent/Family engagement, it realizes that it has only begun to tap the potential that this academic partnership has created. The District realizes that it needs the support of parents to continue to see positive and increasing outcomes for students, and will continue to work collectively with all stakeholders to shape and fulfill goals, actions and services for all students.

**BUSINESS PARTNERS AND COMMUNITY MEETINGS**

The ongoing input gathered from business partners and various community meetings provided the District with further insight into its college and career readiness initiatives. This includes the need to continue to emphasize the development of all students’ college and career preparedness as well as their technology skills, career exploration and assessment efforts, employability, life and learning skills (District TCELL framework and Standards for Career Readiness).

**Annual Update:**
Site/District input
Along with the input from all other groups, the District took the input gathered at the sites and the District meetings and included that with the information shared at the LCAP Advisory meetings to help direct the creation of this year's plan.
LCAP TIMELINE FOR ADOPTION
Following the creation of the draft of the LCAP, the District shared progress with the DELAC on March 10, and with the LCAP Advisory group on April 17 to seek input for modifications and revisions. Following those presentations, the District posted the LCAP draft on its website on May 21 and notified parents, students, and staff that they could view the draft and provide feedback to the Superintendent's office. The Superintendent responded to each comment received by the LCAP Advisory Committee as well as the DELAC who submitted questions. Using the feedback received, the District met with the LCAP Committee members on the designated meeting dates. At the annual District Leadership Management Retreat on June 7, the Superintendent reviewed annual progress on metrics, reported preliminary data available from 2018-2019, and reviewed the 2019-2020 LCAP.

The Superintendent presented the LCAP at a public meeting of the Board of Trustees on June 18, 2019. The Board approved the LCAP at a public meeting on June 20, 2019.

Impact on LCAP and Annual Update

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

VALIDATION OF DISTRICT VISION AND GOALS
In preparation for the 2019-2020 LCAP, the District worked closely with all stakeholders to continue to hone its five LCAP goals, and its actions and services that drive student learning and achievement for post-secondary pursuits. The District remains focused on its vision to graduate all students ready for college and career. This year's process, including meetings, discussions, and surveys, validated the District's direction. Some actions and services were added or revised with a priority to address the state and local indicators on the California School Dashboard. District staff introduced the Dashboard revisions to teacher and other stakeholder groups throughout the year. The Dashboard was presented as a significant measure of student achievement and school accountability that will continue to evolve over time.

As a result of the collaborative process, the District will increase actions and services that support student mental health, provide ongoing support of English Learners, increase efforts to provide students with career skills and experiences, continue to implement strategies that enhance improvement on all state indicators, especially graduation rate, college and career preparation, and English and math achievement. Ongoing and enhanced support will focus on unduplicated pupils. These additional or enhanced actions and services can be found in 1.13, 1.15, 1.17, 2.1, 3.6, 3.11, and 3.13.

In addition, stakeholders expressed interest in maintaining services funded by the College Readiness Block Grant. These funds provided for the 16-17, 17-18, and 18-19 school year provided valuable advantages for students to take the PSAT, SAT, SAT prep classes, and to receive AP test subsidies. The District will work to extend these services to student in spite of the expiration of the CRBG funds as outlined in 1.15.
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 CJUHSD students will demonstrate college and career readiness.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Local Priorities:  | Priority 4: Pupil Achievement (Pupil Outcomes) |
|                   | Priority 5: Pupil Engagement (Engagement) |
|                   | Priority 7: Course Access (Conditions of Learning) |
|                   | Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Identified Need:

The following Identified Needs will drive academic achievement and ensure that all students graduate prepared for college and career. The District is committed to providing programs to ensure that students graduate on time and that the status and change on the Dashboard Graduation Rate, Academic Indicators for English and math, College and Career Indicator, and the English Learner Progress Indicators demonstrate continuous improvement. All metrics in this goal contribute to student achievement that affect outcomes on these Indicators and emphasize State Priority 4 (Student Achievement).

a. The graduation rate will increase by .1% annually for all students within the GREEN or BLUE performance levels on the California School dashboard (State Indicator - Graduation Rate)

b. The graduation rate of all student populations will increase by .1% annually and demonstrate continuous improvement on the California School Dashboard (State Indicator- Graduation Rate)
c. EL students will increase demonstrate language development on ELPAC. 2018 data is baseline with 25.4% of students at Level 4 (well-developed); 31.9% Level 3 (moderately developed); 21.1% Level 2 (somewhat developed); 21.6% Level 1 (beginning stage) -- (State Indicator - English Learner progress).

d. The percentage of students successfully completing the A - G requirements will increase by .1%, including all student populations and reclassified English learners (State Indicator - College and Career). The District will demonstrate continuous improvement on the College and Career Indicator on the California School Dashboard with a 1% increase annually beginning in 2019. Currently 51.7% on the Dashboard.

e. The percentage of students who achieve Standard Met or Exceeded on CAASPP ELA and math will increase by 1% (State Indicator - Academic Performance).

f. The percent of students achieving Ready or Conditionally Ready for college based on the Early Assessment Program (EAP) will increase by 1% (State Indicator - College and Career).

g. The percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient (post-summer school) will decrease by .1%. (Local Indicator - School Climate).

h. Each site will increase access to college and AP courses for all students, increase AP access by .1% and increase AP pass rate by .1% annually (State Indicator - College and Career).

i. The percent of students with disabilities (SWD) included in a regular education setting will increase annually per state guidelines.

j. SAT and PSAT college readiness programs for juniors and sophomores will be provided annually.

k. Students will be provided with increased opportunities to gain college and career skills and experiences.

l. All students will be provided with opportunities to explore college and career goals on career exploration assessments.

m. The District will ensure that all teachers are appropriately assigned and all students have access to standards-aligned instructional materials (Local Indicator - Basics).

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Graduation rate will increase by .1% annually and achieve</td>
<td>a. 2015 - All Students - 91.5% (per California</td>
<td>a. graduation rate will increase to 91.6%. NOTE: The graduation</td>
<td>a. The graduation rate will increase to 89.9%</td>
<td>a. graduation rate will increase to 90%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>&quot;high&quot; GREEN status or better (Graduation Rate - State Indicator).</td>
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<td></td>
</tr>
<tr>
<td>b. Graduation rate will increase for all subgroups by .1% annually. California School Dashboard's Equity report will show that no subgroups performs in low or very low areas of grid (Graduation Rate - State Indicator).</td>
<td>State Dashboard) GREEN State Indicator.</td>
<td>Graduation rate was reset due to new federal guidelines that affect the grad rate calculation. IN 2018, the grad rate was 89.8% (YELLOW).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. 2015 (per California State Dashboard) ALL - 91.5% EL - 76.4% SED (LI) - 89.5% SWD - 76.5% African American - 93.6% American Indian - 89.5% Asian - 94.7% Filipino - 97.5% Hispanic - 90% Pacific Islander - 91.4% 2 or more - 95.7% White - 94% Foster Youth - N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Student groups graduation rate: STUDENT GROUP GRAD RATE GOAL: increase grad rate goal by .1% for each student group. NOTE: The graduation rate was reset due to new federal guidelines that affect the grad rate calculation. IN 2018, the grad rates were reported as follows: ALL - 89.8% (yellow) EL - 74.3% (yellow) SED (LI) - 87.6% (yellow) SWD - 73.6% (yellow) African American - 90/7% (green) American Indian - (no performance level) Asian - 93.8% (yellow) Filipino - 97.5% (blue) Hispanic - 90% (yellow) Pacific Islander - (no performance level).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Student groups graduation rate: STUDENT GROUP GRAD RATE GOAL: increase grad rate goal by .1% for each student group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Student groups graduation rate: STUDENT GROUP GRAD RATE GOAL: increase grad rate goal by .1% for each student group and/or increase to a GREEN performance level.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 79 of 191
c. District EL progress will increase as reflected on CSD. Status and change indicates "Low - orange." (English Learner Progress - State Indicator).

d. increase A to G rate for all students, including all subgroups and reclassified ELs (State Indicator - College and Career).

c. Initial CSD data show EL status in the Medium range at 67.1% status a decline/change of 2.9% (CELDT progress and reclassification).

c. The English Language Proficiency Assessments for California (ELPAC) replaced the CELDT. Baseline data:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>25.4%</td>
<td>Well-developed</td>
</tr>
<tr>
<td>Level 3</td>
<td>31.9%</td>
<td>Moderately-developed</td>
</tr>
<tr>
<td>Level 2</td>
<td>21.1%</td>
<td>Somewhat developed</td>
</tr>
<tr>
<td>Level 1</td>
<td>21.6%</td>
<td>Beginning stage</td>
</tr>
</tbody>
</table>

A performance level is not expected until 2021.

c. Demonstrate annual increase of 1% at Levels 3 and 4.

d. Increase A to G rate for all students, including all subgroups and reclassified ELs by .1% annually.

d. Increase A to G rate for all students, including all subgroups and reclassified ELs by .1% annually.

c. Demonstrate annual increase of 1% at Levels 3 and 4.

d. Increase A to G rate for all students, including all subgroups and reclassified ELs by .1% annually.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. increase percentage of students by .2% who achieve Standard Met or Exceeded on CAASPP ELA and math. Attain increases above level 3 and positive point gain changes (State Indicator - College and Career).</td>
<td></td>
<td>e. Increase percent of students exceeding or meeting standards by .1% annually for ALL students and .5% for EL and SED (LI) student subgroups. Demonstrate status above level 3 and change gains annually.</td>
<td>e. Increase percent of students exceeding or meeting standards by .1% annually for ALL students and .5% for EL and SED (LI) student subgroups. Demonstrate status above level 3 and change gains annually.</td>
<td>e. Increase percent of students exceeding or meeting standards by .1% annually for ALL students and .5% for EL and SED (LI) student subgroups. Demonstrate status above level 3 and change gains annually.</td>
</tr>
<tr>
<td>American Indian - 88.2%</td>
<td>Asian - 85.1%</td>
<td>2016 - CAASSP (State Metric) ELA Results ALL students Exceeded: 29%; Met: 39% (68%); Nearly Met: 20 %; Not Met: 12% (32%); CSD baseline: ELA - Status: 43.3 above level 3/Change: 7.8 English Learner (EL) Met: 11%; Nearly Met: 40%; Not Met: 49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino - 87.3%</td>
<td>Hispanic - 50.3%</td>
<td>Low Income (LI) Exceeded: 19%; Met: 37% (56%); Nearly Met: 25%; Not Met: 19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander - 61.1%</td>
<td>2 or more - 66.7%</td>
<td>MATH Results ALL students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White - 68.5%</td>
<td>Foster Youth - 29%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino - 87.3%</td>
<td>Reclassified EL - 55.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian - 85.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or more - 66.7%</td>
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</tr>
<tr>
<td>White - 68.5%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth - 29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassified EL - 55.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
f. increase the percent of students achieving Ready or Conditionally Ready for college based on the Early Assessment Program (EAP) (State Indicator - College and Career).

Exceeded: 14%; Met: 24% (38%); Nearly Met: 27%; Not Met: 35% (62%)
CSD baseline: MATH - Status: 32.7 above level 3/Change: 10
English Learner (EL) - Exceeded: 1%; Met: 4% (5%)
Nearly Met: 14%; Not Met: 81% (95%)
Low Income (LI) - Exceeded: 7%; Met: 18% (25%)
Nearly Met: 27%; Not Met: 48% (75%)

f. Early Assessment Program (State Metric) ELA EAP CJUHSD Ready for College 29%
Conditional 39%
Not Ready for College 32%
MATH EAP CJUHSD Ready for College 14%
Conditional 24%
Not Ready for College 62%

f. increase percent by 1% of students achieving either Ready or Conditionally Ready for college based on the Early Assessment Program (Math and English) (State Metric)

f. increase percent by 1% of students achieving either Ready or Conditionally Ready for college based on the Early Assessment Program (Math and English) (State Metric)

f. increase percent by 1% of students achieving either Ready or Conditionally Ready for college based on the Early Assessment Program (Math and English) (State Metric)
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Reduce the percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient (post-summer school). (Local Indicator - School Climate)</td>
<td>g. Baseline Data - 2016 12.8% (736 of 5772) of freshmen finished their first year of high school with 45 or fewer credits/credit deficient (post summer school)</td>
<td>g. Reduce the percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient by .1% (per site) annually (post-summer school).</td>
<td>g. Reduce the percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient by .1% (per site) annually (post-summer school).</td>
<td>g. Reduce the percent of freshmen who complete their first year of high school with 45 or fewer credits complete/credit deficient by .1% (per site) annually (post-summer school).</td>
</tr>
<tr>
<td>h. Increase access to college and AP courses for all students, increase AP access by .1% and increase AP pass rate by .1% annually. (State Indicator - College and Career).</td>
<td>h. 2016 Pass Rate 58% Increase access to college and AP courses for all students, increase AP access by .1% and increase AP pass rate by .1% annually. 2016 percent of students taking an AP class: 22.49% (OCT 16).</td>
<td>h. CJUHSD will continue to increase access to college and AP courses and pass rates for all students and subgroups. (State Metric)</td>
<td>h. CJUHSD will continue to increase access to college and AP courses and pass rates for all students and subgroups. (State Metric)</td>
<td>h. CJUHSD will continue to increase access to college and AP courses and pass rates for all students and subgroups. (State Metric)</td>
</tr>
<tr>
<td>i. Increase the percent of students with disabilities (SWD) with an IEP are enrolled in general education classes 80% of the school day.</td>
<td>i. 2016 Baseline: 47.8% percent of students with disabilities (SWD) with an IEP are enrolled in general education classes 80% of the school day.</td>
<td>i. Increase by 1% the percentage of students with disabilities (SWD) with an IEP enrolled in general education classes 80% of the school day.</td>
<td>i. Increase by 1% the percentage of students with disabilities (SWD) with an IEP enrolled in general education classes 80% of the school day.</td>
<td>i. Increase by 1% the percentage of students with disabilities (SWD) with an IEP enrolled in general education classes 80% of the school day.</td>
</tr>
<tr>
<td>j.</td>
<td>j. 2016 Baseline: 90% of sophomores took PSAT. 796 juniors took battery of SAT practice exams and complete SAT prep class.</td>
<td>j. 2017-18</td>
<td>j. 90% of sophomores will take the PSAT. All juniors who sign up for SAT prep class will be admitted.</td>
<td>j. 2019-20</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>k. Increase the number of business partnerships that provide students with internship, job shadowing, and mentorship opportunities.</td>
<td>k. 2016 Baseline: Business partnerships - 18 Students internships, job shadowing, and mentorships: 247</td>
<td>k. 2017-18</td>
<td>k. CJUHSD will increase by 1 the number of business partnerships providing internships, job shadowing, and mentorships for students and increase the number of summer internships by 2.</td>
<td>k. 2019-20</td>
</tr>
<tr>
<td>l. Ensure that all students have opportunities to explore college and career goals on career exploration surveys.</td>
<td>l. Baseline 2016: 85% of students completed a career inventory.</td>
<td>l. 2017-18</td>
<td>l. 90% of students will complete a career exploration survey.</td>
<td>l. 2019-20</td>
</tr>
<tr>
<td>m. Ensure all teachers are appropriately assigned and all students have access to curriculum-aligned instructional materials (Local Indicator - Basics)</td>
<td>m. 2016 baseline: 100% of teachers appropriately assigned, 0 unresolved Williams Act complaints, achieved &quot;Exemplary&quot; rating on Facilities Inspection Tool (FIT) for all sites.</td>
<td>m. 2017-18</td>
<td>m. Achieve the following: 100% of teachers appropriately assigned, 0 unresolved Williams Act complaints, &quot;Exemplary&quot; rating on Facilities Inspection Tool (FIT) for all sites</td>
<td>m. 2019-20</td>
</tr>
</tbody>
</table>
Planned Actions / Services

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

### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Support the AVID programs on each comprehensive site to provide access to rigorous academic pathways for all students to improve teaching and learning, graduation rates, college acceptance, and career readiness.</td>
</tr>
<tr>
<td>• AVID support to include sections of the AVID elective, teaching</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>
staff, AVID-trained tutors, training and conferences, and site and District administrative support and oversight.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td>$2,479,060</td>
<td>CRBG, LCFF, Title I, Title III</td>
<td>Certificated Salaries</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
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<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Travel and Conference</td>
</tr>
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<td></td>
<td></td>
<td>Membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operating Expenses</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>$2,930,265</td>
<td>CRBG, LCFF, Title I, Title III</td>
<td>Certificated Salaries</td>
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<td></td>
<td>Classified Salaries</td>
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<td>Employee Benefits</td>
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<td>Travel and Conference</td>
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<td></td>
<td>Membership</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>$2,773,544</td>
<td>LCFF, Title I and Title III</td>
<td>Certificated Salaries</td>
</tr>
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<td></td>
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<td>Travel and Conference</td>
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<td></td>
<td>Membership</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Chaffey High School
### Actions/Services

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

| Unchanged Action |

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

| Modified Action |

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

| Modified Action |

**2017-18 Actions/Services**

1.2 The New Tiger program at Chaffey High will provide language and transitional support to students new to our country.

- New Tiger salaries and benefits

**2018-19 Actions/Services**

1.2 The Newcomer program at Chaffey High will provide language and transitional support to students new to our country.

- Newcomer salaries and benefits
- additional staffing will be provided for this program in 18-19.

**2019-20 Actions/Services**

1.2 The Newcomer program at Chaffey High will provide language and transitional support to students new to our country.

- Newcomer salaries and benefits
- additional staffing will be provided for this program in 19-20.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Certificated Salaries, Classified Salaries, Employee Benefits</td>
</tr>
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</table>

### Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
## Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

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

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Modified Action

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

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

#### 2017-18 Actions/Services
1.3 Provide students with core and intervention courses to increase fluency and achievement in English, reading, and math. Courses offered include Accelerated English, English Language Arts Foundations, ELD, ELD Reading, English Literacy 180, and Integrated Math Foundations.

#### 2018-19 Actions/Services
1.3 Provide students with core and intervention courses to increase fluency and achievement in English, reading, and math. Courses offered include Accelerated English, English Language Arts Foundations, ELD, ELD Reading, English Literacy 180, and Integrated Math Foundations, and other interventions.

#### 2019-20 Actions/Services
1.3 Provide students with core and intervention courses to increase fluency and achievement in English, reading, and math. Courses offered include Accelerated English, English Language Arts Foundations, ELD, ELD Reading, English Literacy 180, Spanish for Spanish Speakers, and Integrated Math Foundations, and other interventions.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</tr>
<tr>
<td>Reference</td>
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<td>Certificated Salaries, Classified Salaries, Employee Benefits</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies</td>
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</table>
### Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- All Schools

**Actions/Services**

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

- Modified Action

2017-18 Actions/Services

1.4 Provide access to support and interventions, including credit recovery and grade remediation opportunities for all students. Strategies include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs.

- Provide A to G recovery/acceleration options
- Follett Ed, online curriculum
- Edgenuity online software
- Before/After School salaries

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

- Modified Action

2018-19 Actions/Services

1.4 Provide access to support and interventions, including credit recovery and grade remediation opportunities for all students. Strategies include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs.

- Provide A to G recovery/acceleration options
- Follett Ed, online curriculum
- Edgenuity online software
- Before/After School salaries

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

- Modified Action

2019-20 Actions/Services

1.4 Provide access to support and interventions, including credit recovery and grade remediation opportunities for all students. Strategies include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs.

- Provide A to G recovery/acceleration options
- Follett Ed, online curriculum
- Edgenuity and Apex online software
- Credit Recovery/during school day and B/A school
- Summer School salaries
- SOS salaries
- Instructional minutes for interventions at Alta Loma, Colony, and Montclair High Schools.

- Credit Recovery/during school day and B/A school
- Summer School salaries
- SOS salaries
- Instructional minutes for interventions at Alta Loma, Colony, Chaffey, and Montclair High Schools.

- Before/After School salaries
- Credit Recovery/during school day and B/A school
- Summer School salaries
- Summer bridge programs
- SOS salaries
- Instructional minutes for interventions at Alta Loma, Colony, Chaffey, and Montclair High Schools.

### Budgeted Expenditures

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<th>Year</th>
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</table>

### Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Foster Youth</td>
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<td>Low Income</td>
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Actions/Services

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

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<tr>
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<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

1.5 Maintain full-time teacher-librarians at each site

- Librarian salaries and benefits

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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Action 6

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<tbody>
<tr>
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</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

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

- Unchanged Action

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

- Modified Action

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

- Modified Action

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**Budgeted Expenditures**

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<td>Employee Benefits</td>
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**Action 7**

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

<table>
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<th>Location(s):</th>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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[Add Students to be Served selection here] [Add Location(s) selection here]

OR

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

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<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</table>

- English Learners
- Foster Youth
- Low Income

- Schoolwide

- Specific Schools: Ontario High School

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 Target struggling EL, RFEP, SED and FY learners who need additional Math Support and access to STEM curriculum at Ontario High School.</td>
</tr>
<tr>
<td>- Blast Math Program</td>
</tr>
<tr>
<td>- Materials for second section of Robotics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 - These programs are eliminated or completed: Math Blast program in conjunction with OMSD is discontinued. Section for robotics was for 17-18 only.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
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Page 93 of 191
## Budgeted Expenditures

<table>
<thead>
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<th>2019-20</th>
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<tr>
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<tr>
<td>Reference</td>
<td>Books and Supplies</td>
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</table>

### Action 8

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

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

- All

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

- Specific Schools: Chaffey, Colony, Montclair, and Ontario High Schools
- Specific Grade Spans: 9

**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)

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Modified Action

**2017-18 Actions/Services**

1.8 Student mentorship programs that provide mentor support for at-risk students at school wide Title I high schools in Integrated Math, English, and Bio.
### Mentors salaries

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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### Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Modified Action

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

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

1.9 Increase the percentage of students taking career surveys.
   - Career Cruising site access for all students
   - CaliforniaColleges.edu site access students
   - National Clearinghouse service

### 2018-19 Actions/Services

### 2019-20 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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</table>

### Action 10

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

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

- All

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

- All Schools

OR

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

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

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

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

**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
### Budgeted Expenditures

<table>
<thead>
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</tbody>
</table>

### Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

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

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

Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Modified Action

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

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

2017-18 Actions/Services
1.11 Provide electronic curriculum resources and services
- purchase Turnitin.com, SAFARI Montage, Gale Online Databases, Noodletools, and Newsela Pro, Microsoft Office 365, Teachingbooks.net, Snap and Read

2018-19 Actions/Services
1.11 Provide electronic curriculum resources and services
- purchase Turnitin.com, SAFARI Montage, Gale Online Databases, Noodletools, and Newsela Pro, Microsoft Office 365, Snap and Read, PearDeck, and online services to test students’ oral proficiency to earn Seal of Biliteracy.

2019-20 Actions/Services
1.11 Provide electronic curriculum resources and services
- purchase Turnitin.com, SAFARI Montage, Gale Online Databases, Noodletools, and Newsela Pro, Microsoft Office 365, Snap and Read, PearDeck, and online services to test students’ oral proficiency to earn Seal of Biliteracy. Provide ongoing support of Introduction to Data Science (MHS only), and increase availability of Edulastic and Mathalicious to teachers.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<td>LCFF</td>
</tr>
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### Action 12

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</tbody>
</table>

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

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- English Learners
- Foster Youth
- Low Income
- LEA-wide
- All Schools

### Actions/Services

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

- Modified Action

**2017-18 Actions/Services**

- 1.12 Provide career exploration experiences for students and staff.
  - Transportation for internships, summer enrichments, tours, college certification programs.
  - Provide substitutes to enable non-CTE teachers to explore career pathways.

**2018-19 Actions/Services**

- 1.12 Provide career exploration/CTE courses and career /exploration/skills development experiences for students and staff.
  - CTE teachers and sections
  - Transportation for internships, summer enrichments, tours, college certification programs.
  - Provide professional development and substitutes to enable non-
CTE teachers to explore career pathways.

### Budgeted Expenditures

<table>
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<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>Services and Other Operating Expenses</td>
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<tr>
<td>2018-19</td>
<td>$6,856,785</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benefits Services and Other Operating Expenses</td>
</tr>
<tr>
<td>2019-20</td>
<td>$7,389,526</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benefits Services and Other Operating Expenses</td>
</tr>
</tbody>
</table>

### Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td>1.13 Provide an Executive Director of Career Readiness who manages all aspects of District-wide career readiness programs and initiatives.</td>
<td>1.13 Provide an Executive Director of Career Readiness and support staff who manage all aspects of District-wide career readiness programs and initiatives.</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18</strong></td>
<td>$245,846</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td><strong>2018-19</strong></td>
<td>$231,853</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Books and Supplies</td>
</tr>
<tr>
<td><strong>2019-20</strong></td>
<td>$241,202</td>
<td>LCFF</td>
<td>Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operating Expenses</td>
</tr>
</tbody>
</table>

### Action 14

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

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

  [Add Students to be Served selection here]

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

  [Add Location(s) selection here]

**OR**

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

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

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

- **Location(s):**
  (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
</table>

### Actions/Services

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

- **New Action**

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

- **Modified Action**

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

- **Modified Action**

#### 1.14 Support District and BVROP operated courses to connect students to high tech, high skill, and high demand careers.

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>Amount</td>
<td>$3,408,632</td>
<td>$4,148,761</td>
<td>$4,112,426</td>
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<tr>
<td>Source</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Transfers of Direct Cost</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Travel and Conference, Services and Other Operating Expenses, Transfers of Direct Cost</td>
<td>Certificated Salaries, Classified Salaries, Employee Benefits, Books and Supplies, Travel and Conference, Services and Other Operating Expenses, Transfers of Direct Cost</td>
</tr>
</tbody>
</table>

### Action 15

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

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

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- New Action

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

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

#### 2017-18 Actions/Services
1.15 Provide sophomore and junior students with opportunities to take college readiness standardized exams.
- PSAT will be offered to all sophomores (pending partnership with County)
- Logistical support (tables and chairs rentals)
- SAT practice exam and class will be offered to juniors

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services
1.15 Increase access to college-readiness support and assessments.
- PSAT will be offered to all sophomores (pending partnership with County) - $96,000
- Logistical support (tables and chairs rentals) - $16,000
- SAT practice exam and class will be offered to juniors

570 AVID juniors + 24 sections per site
$210,000

- provide $38 subsidy for unduplicated pupils taking AP exams

$180,000 ($100,000 - Title IV)
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$131,898</td>
<td>$185,515</td>
<td>$508,000</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>CRBG, LCFF</td>
<td>LCFF and Title IV</td>
</tr>
</tbody>
</table>

### Action 16

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- provide funding for college fairs - $6,000
### Actions/Services

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

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

#### 2017-18 Actions/Services

1.16 Provide necessary materials for career experiences and CTE enrollment courses

- Work permit software
- Materials for dual-enrollment CTE classes

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,300</td>
<td>$5,624</td>
<td>$3,500</td>
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<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies Professional/Consulting and Operating Expenses</td>
<td>Books and Supplies Professional/Consulting and Operating Expenses</td>
<td>Professional/Consulting and Operating Expenses</td>
</tr>
</tbody>
</table>
**Action 17**

<table>
<thead>
<tr>
<th>Specific Student Groups:</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
</tr>
<tr>
<td>OR</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.17 - Implement ELLevation platform to assist staff in monitoring and supporting English Learners.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,000</td>
<td>Title I</td>
<td>Professional/Consulting and Operating Expenses</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 2

CJUHSD will provide meaningful professional development in research-based strategies and technology implementation to improve classroom instruction and support increases in student achievement.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td>CJUHSD 2</td>
</tr>
</tbody>
</table>

Identified Need:

To continuously improve classroom instruction and increase student achievement, we will provide our teachers with relevant, applicable, and powerful professional development and access to quality instructional materials and technology. The professional development includes emphasis on improving outcomes on specific Indicators, including English Learners. Standards-focused PD and Achievement Team PD provide teachers with the expertise necessary to drive continuous improvement in student achievement and support State Priorities such as Priority 2 (Implementation of CCSS) and Priority 4 (Student Achievement).

a. CJUHSD will meet the performance standard in the implementation of academic standards and/or curriculum frameworks by annually completing the Local Indicator reflection tool.

b. Instructional coaches will continue to provide professional development focused on powerful teaching and learning and the implementation of instructional technology to enhance student engagement and instruction by identifying professional learning needs of individual teachers (Local Indicator).

c. The CJUHSD coaching team will increase satisfaction regarding instructional coaching among CJUHSD teachers surveyed annually.
d. All school sites will increase the number of teachers trained in the Achievement Team cycle.

e. CJUHSD will increase and improve technology access for students in classrooms and other instructional settings.

f. CJUHSD will ensure student and teacher technology is provided in all classrooms and in operating condition at all times (Local metric - LCAP survey).

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. CJUHSD will meet the performance standard in the implementation of academic standards and/or curriculum frameworks by annually completing the Local Indicator reflection tool.</td>
<td>a. 2016 baseline -- Department chairs will work with Instruction Division to complete the reflection tool to meet the performance standard for the Local Indicator to be uploaded on the California School Dashboard in the Fall of 2017.</td>
<td>a. Department chairs will work with Instruction Division to annually complete the reflection tool to meet the standard for the local indicator. Progress toward implementation of academic standards will drive professional development decision-making.</td>
<td>a. Department chairs will work with Instruction Division to annually complete the reflection tool to meet the standard for the local indicator. Progress toward implementation of academic standards will drive professional development decision-making.</td>
<td>a. Department chairs will work with Instruction Division to annually complete the reflection tool to meet the standard for the local indicator. Progress toward implementation of academic standards will drive professional development decision-making.</td>
</tr>
</tbody>
</table>

b. Local Indicator: Professional Development Opportunities. Question 5 on Self-Reflection Tool: 1) Identifying the professional learning needs of groups of teachers or staff as a whole; 2) Identifying the professional learning needs of individual teachers; 3) Providing | b. 2016 baseline - Question 5 on self-reflection tool Teachers' responses averaged 3.3 - Initial Implementation | b. Achieve 4 - 5 on Local Indicator - reflection tool question 5. Increase response to high Initial Implementation. | b. Achieve 4 - 5 on Local Indicator - reflection tool. Increase response to Full Implementation | b. Achieve 4 - 5 on Local Indicator - reflection tool. Increase response to Full Implementation and moving toward sustainability. |
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>support for teachers on the standards they have not yet mastered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The CJUHSD coaching team will increase satisfaction among CJUHSD teachers surveyed annually.</td>
<td>c. In 2016, 66.8% of staff surveyed was satisfied or very satisfied with instructional support. In 2016 69.3% of staff surveyed was satisfied or very satisfied with instructional technology support. The instruction division will work collaboratively to increase satisfaction.</td>
<td>c. CJUHSD will continue to survey its teachers regarding instruction and instructional technology support and increase satisfactory responses from teachers. The instruction division will work collaboratively to increase satisfaction above 70%.</td>
<td>c. CJUHSD will continue to survey its teachers regarding instruction and instructional technology support and increase satisfactory responses from teachers. The instruction division will work collaboratively to increase satisfaction above 75%.</td>
<td>c. CJUHSD will continue to survey its teachers regarding instruction and instructional technology support and increase satisfactory responses from teachers. The instruction division will work collaboratively to increase satisfaction above 80%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. All school sites will increase the number of teachers trained in the Achievement Team cycle.</td>
<td>d. Baseline: by 2016, the Instruction Division provided training for 304 teachers</td>
<td>d. Increase by 10% the number of teachers trained in the Achievement Team cycle</td>
<td>d. Increase by 5% the number of teachers trained in the Achievement Team cycle</td>
<td>d. Increase by 5% the number of teachers trained in the Achievement Team cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. CJUHSD will increase and improve technology access for students in classrooms and other instructional settings.</td>
<td>e. Baseline 2016: the District achieved a .93 device to 1 student ratio. This accounts for all computing devices District-wide including Chromebooks and computers in lab and classroom settings.</td>
<td>e. CJUHSD will increase student access to technology in all classrooms by .10.</td>
<td>e. CJUHSD will increase student access to technology in all classrooms by .10.</td>
<td>e. CJUHSD will increase student access to technology in all classrooms by .10.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>f. As measured by LCAP survey, CJUHSD will ensure student and teacher technology is provided in all classrooms and in operating condition at all times.</td>
<td>f. Baseline 2016: LCAP survey question Provide technology for students that will improve instruction. Well to Very Well responses Students 85% Stakeholders (i.e. parents, teachers) 87%</td>
<td>f. Increase well/very well responses on LCAP question above 87%: Provide technology for staff that will improve instruction.</td>
<td>f. Increase well/very well responses on LCAP question above 89%: Provide technology for staff that will improve instruction.</td>
<td>f. Increase well/very well responses on LCAP question above 90%: Provide technology for staff that will improve instruction.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

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

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

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

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

2017-18 Actions/Services

2.1 Maintain existing instructional coaches (six total - four in instructional technology, one in science and one in ELD) to provide professional development opportunities for all teachers.
- Six coaches to support PD and student achievement.
- Executive Director of Instructional Development to provide training and support for Common Core, Next Generation Science Standards, new frameworks, implementation and training.

2018-19 Actions/Services

2.1 Maintain existing instructional coaches (six total - four in instructional technology, one in science and one in ELD) to provide professional development opportunities for all teachers.
- Six coaches to support PD and student achievement.
- Executive Director of Instructional Development and support staff to provide training and support for Common Core, Next Generation Science Standards, new frameworks, implementation and training.

2019-20 Actions/Services

2.1 Add an English Language and Literacy coach to the existing team of instructional coaches (seven total with expertise in instructional technology, math, social science, science and English literacy/ELD). Coaches provide professional learning opportunities for all teachers through workshops, one-on-one coaching, and team collaborations to support student achievement.
- Executive Director of Instructional Development and support staff to provide training and support for Common Core, Next Generation Science Standards, new frameworks, implementation and training, CAASPP, CAST, Honors/AP, technology implementation, and instructional coaching.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,133,868</td>
<td>$1,224,666</td>
<td>$1,414,731</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF, Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
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</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

2.2 - Provide professional development for all teachers implementing CCSS and NGSS, and train teachers to use new instructional materials in World Languages and History/Social Sciences.

2.2 - Provide ongoing professional development in standards-aligned curriculum and instruction for teachers in core content areas.

2.2 - Provide ongoing professional development in standards-aligned curriculum and instruction for teachers in all content areas. Additionally, enhance training with instructional technology, SEL,
leadership, and other pertinent professional learning.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
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<td>2018-19</td>
<td>$307,606</td>
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<tr>
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<td>2019-20</td>
<td>$308,125</td>
<td>LCFF</td>
<td>Certificated Salaries, Employee Benefits, Professional/Consulting Services and Operating Expenses</td>
</tr>
</tbody>
</table>

**Action 3**

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

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

- All

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

- All Schools

OR

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Modified Action
- 2017-18 Actions/Services

- Select from New, Modified, or Unchanged for 2018-19
- Modified Action
- 2018-19 Actions/Services

- Select from New, Modified, or Unchanged for 2019-20
- Modified Action
- 2019-20 Actions/Services
2.3 - The District will assign Induction Mentors to each new teacher to develop the professional skills of Teacher Candidates, to assist them as they clear their credentials, and to provide them with classroom support and guidance.

- Three teachers’ salaries and benefits
- Two teachers’ salaries and benefits

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<tr>
<td>2018-19</td>
<td>$356,091</td>
<td>LCFF, Title II</td>
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<td>2019-20</td>
<td>$348,600</td>
<td>Title II</td>
<td>Certificated Salaries Employee Benefits</td>
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### Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

---

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

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

- English Learners
- Foster Youth
- Low Income

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

- 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

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

2.4 The District will provide training in co-teaching strategies and techniques to develop effective collaboration teams in inclusive classrooms.
- Professional development fees
- Substitutes for teachers for release time

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>Amount</td>
<td>$28,500</td>
<td>$28,000</td>
<td>$46,750</td>
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<td>Source</td>
<td>EEG</td>
<td>LCFF</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries Employee Benefits Professional/Consulting Services and Operating Expenses</td>
<td>Certificated Salaries Employee Benefits Professional/Consulting Services and Operating Expenses</td>
<td>Certificated Salaries Employee Benefits Professional/Consulting Services and Operating Expenses</td>
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</table>

**Action 5**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

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

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- New Action
- Modified Action
- Unchanged Action

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

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

2017-18 Actions/Services
- Provide PD to support computer science teachers
  - Provide PD for teachers creating curriculum and infusing TCELL districtwide

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Source</td>
<td>EEG</td>
<td>LCFF</td>
<td>LCFF</td>
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<tr>
<td>Budget Reference</td>
<td>Certificated Salaries Employee Benefits</td>
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### Action 6
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6 The District will continue a student mentorship program that was piloted in 2016-2017 that provides mentorship and support for at-risk students at school wide Title I high schools. Mentors will be placed in Integrated Math I, English, and Biology classes. • Training for mentors and classroom teachers. • Salaries for mentors</td>
<td>2.6 The District will continue a student mentorship program that was piloted in 2016-2017 that provides mentorship and support for at-risk students at school wide Title I high schools. Mentors will be placed in Integrated Math I, English, and Biology classes. • Training for mentors and classroom teachers.</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
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<td>See 1.8</td>
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<td>2018-19</td>
<td>See 1.8</td>
</tr>
<tr>
<td>2019-20</td>
<td>See 1.8</td>
</tr>
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</table>
## Action 7

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
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<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
</tr>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 The District will provide professional development for Achievement Teams, including new teams as well as on-going support for established teams.</td>
</tr>
<tr>
<td>• District-provided Achievement Team support and workshops</td>
</tr>
<tr>
<td>• Collaboration/release time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
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### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$30,000</td>
<td>$129,750</td>
<td>$83,000</td>
</tr>
<tr>
<td>Source</td>
<td>EEG</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries Employee Benefits</td>
<td>Certificated Salaries Employee Benefits</td>
<td>Certificated Salaries Employee Benefits</td>
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</tbody>
</table>

### Action 8

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

<table>
<thead>
<tr>
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<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
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</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
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### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8 EL coach provides structured collaboration support for ELD, English Literacy 180, and Accelerated English teachers. This item funds the cost of substitutes/release time only.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Unchanged Action</th>
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</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
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</table>

<table>
<thead>
<tr>
<th>Unchanged Action</th>
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<tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
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## Budgeted Expenditures

<table>
<thead>
<tr>
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<th>Source</th>
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<td>2017-18</td>
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<tr>
<td>2018-19</td>
<td>$25,000</td>
<td>LCFF</td>
<td>Certificated Salaries Employee Benefits</td>
</tr>
<tr>
<td>2019-20</td>
<td>$25,000</td>
<td>LCFF</td>
<td>Certificated Salaries Employee Benefits</td>
</tr>
</tbody>
</table>

## Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
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**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
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</table>

## Actions/Services

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

<table>
<thead>
<tr>
<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

2.9 Additional teachers (Cohort III) will be provided professional development in the use of classroom technology to enhance

2018-19 Actions/Services

2.9 A fourth cohort of up to 160 teachers will be trained in the integration of instructional technology.

2019-20 Actions/Services

2.9 A fifth cohort of up to 75 teachers will be trained in the integration of instructional technology.
instruction and student engagement and to increase student achievement. Teacher participants will be provided with classroom sets of Chromebooks.

- Professional development for third cohort of teachers.
- Purchase of Chromebooks, carts, and necessary components.
- Ongoing training for initial cohort teachers.

- Professional development for fourth cohort of teachers.
- Purchase of classroom sets of Chromebooks, carts, and necessary components.
- Ongoing training for initial cohort teachers.

- Professional development for teachers.
- Purchase of classroom sets of Chromebooks, carts, and necessary components.
- Ongoing training for existing cohorts of teachers.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
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<td>2017-18</td>
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<td>LCFF</td>
<td>Books and Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,520,249</td>
<td>LCFF</td>
<td>Books and Supplies</td>
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<tr>
<td>2019-20</td>
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<td>LCFF</td>
<td>Certificates Salaries, Books and Supplies</td>
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### Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

**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)
<table>
<thead>
<tr>
<th>English Learners</th>
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</tr>
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<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
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<td></td>
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</tbody>
</table>

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

For Students to be Served:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
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<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

2.10 The District will provide necessary technology support by maintaining the positions of four computer technicians.

- 4 Computer Tech I salaries and benefits

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>Classified Salaries Employee Benefits</td>
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<td>2018-19</td>
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<tr>
<td>2019-20</td>
<td>$353,914</td>
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<td>Classified Salaries Employee Benefits</td>
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</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

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

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

| Modified Action |

2017-18 Actions/Services

2.11 The District will maintain an effective and operational network.

- Purchase, replace, and upgrade additional network storage drives and switches

2018-19 Actions/Services

2.11 The District will maintain an effective and operational network.

- Purchase, replace, and upgrade additional network storage drives and switches
- Additional efforts needed to upgrade storage capacity in 18-19

2019-20 Actions/Services

2.11 The District will maintain an effective and operational network.

- Purchase, replace, and upgrade additional network storage drives and switches
- Additional efforts needed to upgrade storage capacity in 19-20

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<th>2018-19</th>
<th>2019-20</th>
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<td>$350,000</td>
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<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional/Consulting Services and Operating Expenses</td>
<td>Professional/Consulting Services and Operating Expenses</td>
</tr>
</tbody>
</table>
## Action 12

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

English Learners  
Foster Youth  
Low Income  

LEA-wide  

All Schools

### Actions/Services

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

**2017-18 Actions/Services**

2.12 The District will provide basic tech needs for new staff, replacement parts and services for all tech needs districtwide

- New iPads and PC’s for new staff, repair parts for Chromebooks, PCs and iPads
- Replace outdated, obsolete technology in student labs and classrooms

**2018-19 Actions/Services**

- The District will embark upon an iPad replacement initiative for staff in 2019-2020.
- PCs for new staff, repair parts for Chromebooks, PCs and iPads.
- Replace outdated, obsolete technology in student labs and classrooms.

**2019-20 Actions/Services**
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$162,850</td>
<td>$92,850</td>
<td>$452,650</td>
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<tr>
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<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>

### Action 13

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)

**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)

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.13 Replace 100 ASP laptops, 45 VVHS laptops, and 32 MHS iPads</td>
<td>2.13 This action will be consolidated into Action 2.12</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$92,850</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

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

| Unchanged Goal |

### Goal 3

CJUHSD will provide safe and caring campus environments that engage students in their schools.

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: | CJUHSD 3 |

### Identified Need:

The CJUHSD is committed to providing safe and caring environments where students can learn and engage. The District will continue to implement programs to achieve continuous improvement on California School Dashboard Indicators that demonstrate positive school climate and pupil engagement. The District is embarking on endeavors that will support improvement on Suspension Rate and Chronic Absenteeism Rate. At the same time, these programs and strategies will assist in closing achievement gaps, such as in Graduation rate, for various student groups as demonstrated on the Dashboard.

a. CJUHSD will maintain improved teacher caseload to achieve effective student engagement (Local Indicator - School Climate)

b. CJUHSD will provide interventions and counseling services to maximize academic success (Various State and Local Indicators)

c. CJUHSD will provide counseling and interventions to decrease suspensions, expulsions, truancy, and dropouts (State Indicator - Suspension Rate and Chronic Absenteeism)

d. CJUHSD will provide mental health services to support students (Local Indicator - School Climate).

e. CJUHSD will provide mentorship services for foster youth.
f. CJUHSD will maintain clean and functional school facilities to ensure safe environments (Local Indicators - Basic Services).

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. CJUHSD will maintain improved teacher caseload to achieve effective student engagement (Local Indicator - School Climate)</td>
<td>a. Baseline 2016 - CJUHSD reduced average teacher caseload by 5.75%. Average class size 33.1</td>
<td>a. CJUHSD will maintain teacher caseloads to achieve effective student engagement (Local Indicator - School Climate) Average class size 33.1</td>
<td>a. CJUHSD will maintain teacher caseloads to achieve effective student engagement (Local Indicator - School Climate) Average class size 33.1</td>
<td>a. CJUHSD will maintain teacher caseloads to achieve effective student engagement (Local Indicator - School Climate) Average class size 33.1</td>
</tr>
<tr>
<td>b. RtI and SST meetings will be held on sites and at District to ensure that CJUHSD provides interventions and counseling services to maximize academic success. (Various State and Local Indicators)</td>
<td>b. Baseline 2016 - CJUHSD provided interventions and counseling services to maximize academic success at each site RtI committee meetings: Site held RtI meetings: 58 District held RtI meetings: 8 #s of SSTs held: 303 (Various State and Local Indicators)</td>
<td>b. CJUHSD will maintain interventions and counseling services to maximize academic success at each site RtI committee meetings: Site held RtI meetings District held RtI meetings #s of SSTs held (Various State and Local Indicators)</td>
<td>b. CJUHSD will maintain interventions and counseling services to maximize academic success at each site RtI committee meetings: Site held RtI meetings District held RtI meetings #s of SSTs held (Various State and Local Indicators)</td>
<td>b. CJUHSD will maintain interventions and counseling services to maximize academic success at each site RtI committee meetings: Site held RtI meetings District held RtI meetings #s of SSTs held (Various State and Local Indicators)</td>
</tr>
<tr>
<td>c. Decrease the following: Suspension Rate (State Indicator) Expulsion Rate</td>
<td>c. 2016 baseline data: Suspension Rate (State Indicator): 4.6% Expulsion Rate: 0.5 (14-15)</td>
<td>c. Continue to decrease the following. Achieve GREEN performance level on California School dashboard for</td>
<td>c. Continue to decrease the following. Achieve GREEN performance level on California School dashboard for</td>
<td>c. Continue to decrease the following. Achieve GREEN performance level on California School dashboard for</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>Dropout Rate: 5.9% (15-16)</td>
<td>Suspension rate and Chronic Absenteeism</td>
<td>Suspension rate and Chronic Absenteeism</td>
<td>Suspension rate and Chronic Absenteeism</td>
</tr>
<tr>
<td>Chronic Absenteeism (State Indicator)</td>
<td>Chronic Absenteeism: 14.17% (15-16)</td>
<td>Suspension Rate (State Indicator): 4.5%</td>
<td>Suspension Rate (State Indicator): 4.4%</td>
<td>Suspension Rate (State Indicator): 4.6% (CSD)</td>
</tr>
<tr>
<td>Increase Attendance Rate</td>
<td>Increase Attendance Rate: 96.4% (15-16)</td>
<td>Expulsion Rate: 0.47 (14-15)</td>
<td>Expulsion Rate: 0.45 (14-15)</td>
<td>Expulsion Rate: Dropouts:</td>
</tr>
<tr>
<td></td>
<td>d. Baseline - 2016 LCAP survey:</td>
<td>Dropout Rate: 5.8% (15-16)</td>
<td>Dropout Rate: 5.7% (15-16)</td>
<td>Chronic Absenteeism (State Indicator):</td>
</tr>
<tr>
<td></td>
<td>Provide services that meet the social and</td>
<td>Chronic Absenteeism: GREEN</td>
<td>Chronic Absenteeism: GREEN</td>
<td>GREEN</td>
</tr>
<tr>
<td></td>
<td>emotional needs of students</td>
<td>Increase Attendance Rate: 96.41% (15-16)</td>
<td>Increase Attendance Rate: 96.42% (15-16)</td>
<td>Increase Attendance Rate: 96.43% (15-16)</td>
</tr>
<tr>
<td></td>
<td>Well/Very Well - 72.6% students</td>
<td>d. Increase student/parent satisfaction</td>
<td>d. Increase student/parent satisfaction</td>
<td>d. Increase student/parent satisfaction</td>
</tr>
<tr>
<td></td>
<td>Well/Very Well - 83.1% stakeholders</td>
<td>by enhancing and publicizing services.</td>
<td>by enhancing and publicizing services.</td>
<td>by enhancing and publicizing services.</td>
</tr>
<tr>
<td></td>
<td>e. Baseline - Foster youth mentorship</td>
<td>Well/Very Well - 74% students</td>
<td>Well/Very Well - 75% students</td>
<td>Well/Very Well - 76% students</td>
</tr>
<tr>
<td></td>
<td>services provided at two schools.</td>
<td>Well/Very Well - 84% stakeholders</td>
<td>Well/Very Well - 85% stakeholders</td>
<td>Well/Very Well - 86% stakeholders</td>
</tr>
<tr>
<td></td>
<td>f. CJUHSD will maintain clean and functional</td>
<td>f. CJUHSD will maintain clean and</td>
<td>f. CJUHSD will maintain clean and</td>
<td>f. CJUHSD will maintain clean and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>school facilities to ensure safe environments (Local Indicators - Basic Services).</td>
<td>clean and functional school facilities and achieve &quot;exemplary&quot; rating on the Facilities Inspection Tool (FIT) at each site.</td>
<td>functional school facilities and achieve &quot;exemplary&quot; rating on the Facilities Inspection Tool (FIT) at each site.</td>
<td>functional school facilities and achieve &quot;exemplary&quot; rating on the Facilities Inspection Tool (FIT) at each site.</td>
<td>functional school facilities and achieve &quot;exemplary&quot; rating on the Facilities Inspection Tool (FIT) at each site.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

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

| LEA-wide |

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

| All Schools |

**Actions/Services**

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

| New Action |

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

| Modified Action |

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

| Unchanged Action |
3.1 The District will provide home to school transportation.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$3,644,581</td>
<td>LCFF</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional/Consulting Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Operating Expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capital Outlay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Outgo</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,323,689</td>
<td>LCFF</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Services and Other Operating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transfers of Direct Cost</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Professional/Consulting Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Operating Expenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communications</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Capital Outlay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Outgo</td>
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<tr>
<td>2019-20</td>
<td>$2,075,771</td>
<td>LCFF</td>
<td>Classified Salaries</td>
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<tr>
<td></td>
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<td>Employee Benefits</td>
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<td>Books and Supplies</td>
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<td></td>
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<td>Services and Other Operating</td>
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<td>and Operating Expenses</td>
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<td>Communications</td>
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<td></td>
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<td></td>
<td>Capital Outlay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Outgo</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### English Learners
- Foster Youth
- Low Income

### LEA-wide

### All Schools

## Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

## 2017-18 Actions/Services

- 3.2 Provide extended year/day intervention opportunities for all learners to maximize their chance to succeed
  - Summer School/Before and After School intensive interventions

## 2018-19 Actions/Services

## 2019-20 Actions/Services

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Budget Reference</td>
<td>See Goal 1.4</td>
<td>See Goal 1.4</td>
<td>See Goal 1.4</td>
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</table>

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
- (Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Specific Student Groups: Low Income and Foster Youth</th>
</tr>
</thead>
</table>

**Location(s):**
- (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Modified Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3 Homeless support education to provide resources for LI and FY, including training for cultural and poverty awareness.</strong></td>
<td><strong>3.3 Homeless support education to provide resources for LI and FY, including training for cultural and poverty awareness.</strong></td>
<td><strong>3.3 Homeless support education to provide resources for LI and FY, including training for cultural and poverty awareness.</strong></td>
</tr>
<tr>
<td>- Homeless education support and training</td>
<td>- Homeless education support and training</td>
<td>- Homeless education support and training</td>
</tr>
<tr>
<td>- Increased counseling services</td>
<td>- Increased counseling services</td>
<td>- Increased counseling services</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
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<td>$212,698</td>
<td>$230,000</td>
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<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td></td>
</tr>
<tr>
<td>Services and Other Operating Expenses</td>
<td>Services and Other Operating Expenses</td>
<td>Services and Other Operating Expenses</td>
<td></td>
</tr>
<tr>
<td>Transfers of Direct Cost</td>
<td>Transfers of Direct Cost</td>
<td>Transfers of Direct Cost</td>
<td></td>
</tr>
<tr>
<td>Professional/Consulting Services and Operating Expenses</td>
<td>Professional/Consulting Services and Operating Expenses</td>
<td>Professional/Consulting Services and Operating Expenses</td>
<td></td>
</tr>
</tbody>
</table>
**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Limited to Unduplicated Student Group(s)</td>
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</tr>
</tbody>
</table>

**Actions/Services**

<table>
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<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.4 Provide Outreach staff member to focus on Foster Youth support, and to work with our SED populations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foster Youth Outreach Support</td>
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</table>
## Budgeted Expenditures

<table>
<thead>
<tr>
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<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
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<tr>
<td>Employee Benefits</td>
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</table>

## Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

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<tr>
<th>English Learners</th>
<th>Foster Youth</th>
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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
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</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- **2017-18 Actions/Services**
  - 3.5 Site administrative support with APAs, focused intervention monitoring in the RtI process for at-risk students

Select from New, Modified, or Unchanged for 2018-19

- **2018-19 Actions/Services**
  - Modified Action

Select from New, Modified, or Unchanged for 2019-20

- **2019-20 Actions/Services**
  - Modified Action
### APA salaries and benefits
- APA salaries and benefits
- APA secretary salary and benefits

<table>
<thead>
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<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
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<td><strong>Source</strong></td>
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<td><strong>Budget Reference</strong></td>
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### Action 6
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

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<th>English Learners</th>
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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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<th>All Schools</th>
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</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Modified Action</th>
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</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Modified Action</th>
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</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>
### 2017-18 Actions/Services

3.6 Continue support with 3 Psychotherapist and 10 MFTs for SpEd and Foster Youth counseling services and all students who require assistance.

- 3 Psychotherapists
- 10 MFT Counselors
- Translation services for IEPs, transcripts
- Interpreting services for IEPs

### 2018-19 Actions/Services

3.6 Increase support by adding one

- Psychotherapist to increase total to four
- 10 MFTs to support all students, including SpEd and Foster Youth
- The District will increase the number of MFT trainees available to support students from eight to 24 (at no cost to the District).
- Adding Community Health Education Workers (CHEWs) at two sites to support students and families seeking mental health services.
- School Psychologist at Alternative Education Center
- Translation services for IEPs, transcripts
- Interpreting services for IEPs

### 2019-20 Actions/Services

3.6 All services reported in 18-19 will continue. In addition, the District will increase the following:

- Three School Psychologists who will support students across the District.
- Two Behavior Intervention Assistants
- Two Marriage Family Therapy Associates
- Mental health first aid training for students, staff, and families.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Location(s):</th>
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<tbody>
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<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<th>Scope of Services:</th>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<table>
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<tr>
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<td>Low Income</td>
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<table>
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<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
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</thead>
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<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
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<tr>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

3.7 Continue counseling support
   - maintain current counselor to student ratio

**2018-19 Actions/Services**

3.7 The District will increase counseling services.

**2019-20 Actions/Services**

3.7 The District will increase counseling services by adding two counselors.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>Employee Benefits</td>
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</table>

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

**2017-18 Actions/Services**

- 3.8 Program Support services for all student group populations

**2018-19 Actions/Services**

- 3.8 Program Support services for all student group populations

**2019-20 Actions/Services**

- 3.8 Program Support services for all unduplicated student group populations
- Program support services
  - Administration support
- Administrative support for EL, LI, and FY programs.

### Budgeted Expenditures

<table>
<thead>
<tr>
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### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
### Actions/Services

<table>
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<tr>
<th>Year Range</th>
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<th>Unchanged Action</th>
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<tr>
<td>2018-19</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3.9 Provide increased services that offer leadership development, one-on-one and group mentoring for Foster Youth

- contract services through the California Youth Connection

#### 2017-18 Actions/Services

- Contract services through the California Youth Connection

#### 2018-19 Actions/Services

- Contract services through the California Youth Connection
- These services will be provided at all schools effective 2018-2019

#### 2019-20 Actions/Services

- Contract services through the California Youth Connection
- These services will be provided at all schools effective 2018-2019

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Amount</th>
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<td>2018-19</td>
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<td>Professional/Consulting Services and Operating Expenses</td>
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### Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:**
  - (Select from All, Students with Disabilities, or Specific Student Groups)
  - All

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:**
  - (Select from English Learners, Foster Youth, and/or Low Income)

- **Scope of Services:**
  - (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
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</table>

Select from New, Modified, or Unchanged for 2018-19

### 2017-18 Actions/Services

3.10 Continue to maintain or improve facilities to exemplary levels
- Ongoing and Major Maintenance (RRMA)
- Deferred Maintenance

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>Amount</td>
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<td>Reference</td>
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### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- [Add Students to be Served selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

---

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

---

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

### 2017-18 Actions/Services

3.11 Maintain improved teacher caseload size to increase engagement

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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**Action 12**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Location(s):</th>
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<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<tr>
<td>English Learners</td>
<td>LEA-wide</td>
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<tr>
<td>Foster Youth</td>
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<td>Low Income</td>
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Actions/Services

<table>
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<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

- 3.12 Partner with local municipalities and law enforcement to provide a School Resource Officer on each school site.

2018-19 Actions/Services

- 3.12 Increase campus security resources.
  - Partner with local municipalities and law enforcement to provide a School Resource Officer on each school site. Contracts with Ontario and Montclair police departments and San Bernardino Probation office for PO at Chaffey High.
  - Interquest Canine Services
  - Director of Safety and Campus Officers
  - Increase staffing for Campus Officers

2019-20 Actions/Services

- 3.12 Increase campus security resources in addition to services reported in 18-19.
  - Contracts with Ontario, Montclair, Rancho Cucamonga, and County law enforcement agencies
  - Additional Campus Officers
  - Additional training
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<td>Classified Salaries Employee Benefits Materials and Supplies Professional/Consulting Services and Operating Expenses</td>
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### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
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</table>
### New Action
3.13 Provide staff training in Positive Behavioral Interventions and Supports, Restorative Justice, and Cultural Proficiency to improve school climate.
- Training and release time for staff
- Presenter fees and materials (if any)

### Modified Action
3.13 Provide ongoing staff training in Positive Behavioral Interventions and Supports, Restorative Justice, and Cultural Proficiency (Anti-Defamation League and Generation Ready) to improve school climate.
- Training and release time for staff
- Presenter fees and materials (if any)

### Modified Action
- Training and release time for staff
- Presenter fees and materials (if any)

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$219,000</td>
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<tr>
<td>Source</td>
<td>EEG</td>
<td>LCFF</td>
<td>LCFF and CSI</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries</td>
<td>Certificated Salaries Professional/Consulting Services and Operating Expenses</td>
<td>Certificated Salaries Professional/Consulting Services and Operating Expenses</td>
</tr>
</tbody>
</table>

### Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

### 2017-18 Actions/Services

3.14 Upgrade security camera systems on all sites to increase campus safety.

### 2018-19 Actions/Services

3.14 Increase campus security equipment

- Upgrade and increase security camera systems
- Install and deploy LobbyGuard, a visitor monitoring system, on each campus

### 2019-20 Actions/Services

3.14 - Continue camera upgrades and complete LobbyGuard installation.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$692,500</td>
<td>$692,500</td>
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<tr>
<td>Source</td>
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<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Professional/Consulting Services and Operating Expenses Capital Outlay</td>
</tr>
</tbody>
</table>

### Action 15

[Add Students to be Served selection here] [Add Location(s) selection here]
3.15 The District will increase access to mental health, wellness, and preventative support on each campus by exploring, implementing, and supporting these initiatives over time:

- peer counseling
- mental health fairs
- Tier II group therapy classes
- parent education classes
- mental health student clubs
- professional development
- partnerships with local universities and organizations to leverage services for students and families

Provide all sites with necessary testing material to ensure that students with disabilities receive the appropriate accommodations and modifications (WJR, BASC).
<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>
### 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 4

CJUHSD will provide effective communication and strong relationships with all stakeholders.

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td>CJUHSD 4</td>
</tr>
</tbody>
</table>

### Identified Need:

We are committed to effective communication with stakeholders and providing engagement and training opportunities for parents and families. The District firmly believes that partnerships with families bolster student achievement. The District will engage in efforts to ensure that it annually meets standard on the Parent Involvement Local Indicator and address State Priority 4 (Parent Involvement).

- a. CJUHSD will increase the number of parents attending and/or serving on committees at each site (Local Indicator - Parent Engagement).
- b. CJUHSD will provide advanced opportunities for parent training and leadership development (Local Indicator - Parent Engagement).
- c. CJUHSD will increase the number of parents who take CBET classes to learn English (Local Indicator - Parent Engagement).
- d. CJUHSD will provide technology applications (District/school websites, InTouch, School Loop, Aeries Parent Portal) to facilitate communication between home and school and increase parent registrations on School Loop (Local Indicator - Parent Engagement).

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. CJUHSD will increase the number of parents attending and/or serving</td>
<td>a. 2016 baseline - (S1 - 572)</td>
<td>a. CJUHSD will increase the number of parents attending and/or serving</td>
<td>a. CJUHSD will increase the number of parents attending and/or serving</td>
<td>a. CJUHSD will increase the number of parents attending and/or serving</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>on committees at each site.</td>
<td></td>
<td>on committees at each site (S1 - 600)</td>
<td>on committees at each site (S1 - 625)</td>
<td>on committees at each site (S1 - 650)</td>
</tr>
<tr>
<td>b. CJUHSD will provide advanced opportunities for parent training and leadership development (Local Indicator - Parent Engagement).</td>
<td>b. 2016 baseline - (S1 - 3,383)</td>
<td>b. CJUHSD will provide advanced opportunities for parent training and leadership development (S1 - 3,400)</td>
<td>b. CJUHSD will provide advanced opportunities for parent training and leadership development (S1 - 3,450)</td>
<td>b. CJUHSD will provide advanced opportunities for parent training and leadership development (S1 - 3,500)</td>
</tr>
<tr>
<td>c. CJUHSD will provide opportunities for parents to take ESL classes to learn English (Local Indicator - Parent Engagement).</td>
<td>c. 2016 ESL enrollment - 173</td>
<td>c. CJUHSD will ensure that there is availability of ESL classes for parents and families to learn English.</td>
<td>c. CJUHSD will ensure that there is availability of ESL classes for parents and families to learn English.</td>
<td>c. CJUHSD will ensure that there is availability of ESL classes for parents and families to learn English.</td>
</tr>
<tr>
<td>d. CJUHSD will provide technology applications to facilitate communication between home and school and increase parent registrations on School Loop (Local Indicator - Parent Engagement).</td>
<td>d. 2016 baseline - 2016-2017 School Loop registrations Registered Students: 92.6%, Registered Households: 72.4%</td>
<td>d. Student registrations will increase Registered Households will increase Aeries Parent Portal registrations will increase. Registered Students: 94%, Registered Households: 75%</td>
<td>d. Student registrations will increase Registered Households will increase Aeries Parent Portal will increase. Registered Students: 94.5%, Registered Households: 77%</td>
<td>d. Student registrations will increase Registered Households will increase Aeries Parent Portal will increase. Registered Students: 95%, Registered Households: 79%</td>
</tr>
</tbody>
</table>
**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 AP of Achievement and Director of Community Relations will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal, and others.</td>
<td>4.1 AP of Achievement will work with parent groups to advertise, recruit, and encourage parents to join and participate in a variety of committees including SSC, ELAC, PTSA, Parent Forums, Coffee with the Principal, and others.</td>
<td>Salary costs for APA</td>
</tr>
</tbody>
</table>

- Salary costs for APA
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>See Goal 3.5</td>
<td>See Goal 3.5</td>
<td>See Goal 3.5</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]  [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

**2017-18 Actions/Services**

4.2 Provide parent and family training opportunities at all sites.
- Parent training and support services
- Operating expenditures

Select from New, Modified, or Unchanged for 2018-19

Modified Action

**2018-19 Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2019-20 Actions/Services**
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<tr>
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<td>$186,000</td>
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<td>LCFF, Title I</td>
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<tr>
<td>Budget Reference</td>
<td>Books and Supplies Professional/Consultant Services and Operating Expenses</td>
<td>Books and Supplies Professional/Consultant Services and Operating Expenses</td>
<td>Books and Supplies Professional/Consultant Services and Operating Expenses</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

2019-20 Actions/Services
4.3 Provide School Loop website services for parents
   - Cost for School Loop services
   - Operational, maintenance support staff

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>LCFF</td>
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<tr>
<td>Budget Reference</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Classified Salaries</td>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
<td>Employee Benefits</td>
</tr>
<tr>
<td></td>
<td>Professional/Consulting Services</td>
<td>Professional/Consulting Services</td>
<td>Professional/Consulting Services</td>
</tr>
<tr>
<td></td>
<td>and Operating Expenses</td>
<td>and Operating Expenses</td>
<td>and Operating Expenses</td>
</tr>
</tbody>
</table>

## Action 4

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### 4.4 The District will provide ESL classes for all interested parents

- ESL courses, salaries and benefits

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$57,023</td>
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<td>Source</td>
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<td>Adult Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries Employee Benefits</td>
<td>Certificated Salaries Employee Benefits</td>
<td>Certificated Salaries Employee Benefits</td>
</tr>
</tbody>
</table>

### Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)
- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

  [Add Students to be Served selection here]  [Add Location(s) selection here]

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
- **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

  - English Learners
  - Foster Youth
  - Low Income
  - LEA-wide
  - All Schools
## Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19  
- Modified Action

Select from New, Modified, or Unchanged for 2019-20  
- Modified Action

### 2017-18 Actions/Services

- 4.5 InTouch messaging system to provide all stakeholders with information
  - cost for InTouch System

### 2018-19 Actions/Services

### 2019-20 Actions/Services

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$19,800</td>
<td>LCFF</td>
<td>Professional/Consulting Services and Operating Expenses</td>
</tr>
<tr>
<td>2018-19</td>
<td>$19,115</td>
<td>LCFF</td>
<td>Professional/Consulting Services and Operating Expenses</td>
</tr>
<tr>
<td>2019-20</td>
<td>$19,116</td>
<td>LCFF</td>
<td>Professional/Consulting Services and Operating Expenses</td>
</tr>
</tbody>
</table>

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- [Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Modified Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

4.6 Maintain Director of Community Relations

- work with parent groups, support EL learners, provide leadership to all sites working with ELs and parent outreach

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$184,974</td>
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<td>$203,835</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries Employee Benefits</td>
<td>Certificated Salaries Employee Benefits Travel and Conference</td>
<td>Certificated Salaries Employee Benefits Travel and Conference</td>
</tr>
</tbody>
</table>

**Action 7**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

2017-18 Actions/Services

4.7 Provide interpretation services for parents. (Language Line)

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,500</td>
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<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Professional/Consulting Services and Operating Expenses</td>
<td>Professional/Consulting Services and Operating Expenses</td>
<td>Professional/Consulting Services and Operating Expenses</td>
</tr>
</tbody>
</table>
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 5
CJUHSD will provide fiscal solvency and transparency for all stakeholders.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Local Priorities: | CJUHSD 5 |

Identified Need:
Our stakeholders rely on our District to provide responsible fiscal management and transparency so that we can provide the actions and services necessary to maximize opportunities for staff and ensure that we address State Priority 1 (Basic Services).

a. The District will ensure that we achieve positive certifications at each interim, successful completion of audits, and accurate multi-year projection reviews.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide a positive District budget</td>
<td>a. 2016 Baseline: CJUHSD PROVIDED A POSITIVE DISTRICT BUDGET (DISTRICT AND COUNTY DATA) and ACHIEVED POSITIVE CERTIFICATION.</td>
<td>a. Ensure positive certifications from County at each interim, successful completion of audits, and accurate multi-year projection reviews.</td>
<td>a. Ensure positive certifications from County, successful completion of audits, and accurate multi-year projection reviews.</td>
<td>a. Ensure positive certifications from County, successful completion of audits, and accurate multi-year projection reviews.</td>
</tr>
</tbody>
</table>
Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20
--- | --- | --- | --- | ---
EVIDENCE 2015 – 2016: Positive Certification from County: 1st Interim and 2nd Interim Independent Audit Successfully Completed
PROGRESS 2016 – 2017: Positive Certification from County: 1st interim and 2nd interim Budget and Multi-Year Projection Review Completed Staff attended Professional Workshops

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

### 5.1 Provide the personnel necessary to ensure fiscal solvency and effective fiscal planning.
- Assistant Superintendent of Business
- Support staff

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$436,744</td>
<td>$498,697</td>
<td>$478,570</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries Employee Benefits</td>
<td>Classified Salaries Employee Benefits</td>
<td>Classified Salaries Employee Benefits</td>
</tr>
</tbody>
</table>
**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Unchanged Action  
Modified Action

Select from New, Modified, or Unchanged for 2018-19  
Modified Action

Select from New, Modified, or Unchanged for 2019-20

**5.2 Contract services for actuarial studies and auditing of financial statements and attendance procedures to ensure compliance with applicable law.**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th><strong>Year</strong></th>
<th><strong>2017-18</strong></th>
<th><strong>2018-19</strong></th>
<th><strong>2019-20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$68,500</td>
<td>$60,625</td>
<td>$59,750</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Professional/Consulting Services</td>
<td>Professional/Consulting Services</td>
<td>Professional/Consulting Services</td>
</tr>
</tbody>
</table>
### Action 3

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19  
- Modified Action

Select from New, Modified, or Unchanged for 2019-20  
- Modified Action

**2017-18 Actions/Services**

5.3 Staff to attend professional workshops and conferences on current budget issues and topics to help ensure efficient utilization of Prop 39 funds, utility fee reduction measures, and other cost saving programs

- Other consultant services

**2018-19 Actions/Services**

5.3 Staff to attend professional workshops and conferences on current budget issues and topics to help ensure efficient utilization of Prop 39 funds, utility fee reduction measures, and other cost saving programs.

- Other consultant services

**2019-20 Actions/Services**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$9,000</td>
<td>$10,120</td>
<td>$10,300</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Reference</td>
<td>Services and Other Operating Expenses</td>
<td>Memberships Services and Other Operating Expenses</td>
<td>Memberships Travel and Conference</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34,600,124</td>
<td>15.77%</td>
</tr>
</tbody>
</table>

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).

Chaffey Joint Union High School District estimates that it will receive $34,600,124 in Supplemental and Concentration Grant Funds in 2019-2020. These funds are calculated based on the number of students identified as English learners, low income, and foster youth.

CJUHSD will offer a variety of programs and supports specifically for English Learners, low income students, and foster youth including:

- expanding support for foster youth,
- broadening support for EL, LI, FY freshmen students by providing them with mentors in freshmen English classes at Title I schools,
- increasing the instructional coaching staff by one teacher who will focus on EL instruction, CAASPP, and other District-wide literacy initiatives,
- increasing access to technology by adding over 2,500 devices to campuses,
- providing Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, Social and Emotional Learning, Trauma-Informed Schools, and Cultural Proficiency training for staff, site administration, and counselors.
- expanding access to college and career readiness by providing credit recovery, summer school, tutoring, and other services that support college and career preparedness,
- providing fee reductions for AP tests, free SAT prep classes, increased access to AP classes, and additional tutoring for EL, LI, FY students.
- expanding access to mental health and psychological services by increasing staffing and programs, including the hiring of three school psychologists and two counselors.
The District also offers services and programs that are aligned with LCAP goals that serve all students in areas such as, intervention counseling, recruitment and retention of quality teachers, RtI administrative support and committees at each site, positive behavior support, SEL, and restorative practices. School wide implementation of these practices will not only have an impact on learning environment and the climate of the schools as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (61.8%), there may be other students in need that the District does not want to overlook.

By providing the services identified without limitations, CJUHSD will best serve all students, especially students who need the most support to provide them equitable access and opportunity. The full list of expenditures is aligned with the goals of the CJUHSD Local Control and Accountability Plan and addresses the needs of the District’s English learners, socioeconomically disadvantaged students and foster youth. Services included are principally directed to unduplicated students.

CJUHSD will continue to serve the needs of all students, including foster youth, low income, and English learners. Meanwhile, the District will monitor the progress of all student populations on the California School Dashboard to ensure that actions and services address the needs of students whose performance levels indicate need for attention. The District thoughtfully develops actions and services - with the input of all stakeholder groups - to identify areas of focus that all stakeholders identify throughout the year as the LCAP is developed. Notable increased actions and services pertain to mental health, technology implementation, EL support, and instructional support as outlined in actions 1.11, 1.17, 2.1, 2.9, 2.12, 3.6, 3.7, and 3.15.

The full list of expenditures is aligned with the goals of the CJUHSD Local Control and Accountability Plan and addresses the needs of the District’s English learners, low Income students and foster youth. Services included are principally directed to unduplicated students.

In an effort to increase and improve services to English Learners, Low Income, and Foster Youth, the District has increased instructional support for intervention programs. The District has increased its direct administrative support to monitor RtI and intervention programs, and we have increased technology for student use for Low Income, ELs, FY and all students, as well as increasing technology support staff. We have increased AVID support to improve achievement in the District. These increases and improvements will allow the District to meet its 15.77% Minimum Proportionality Percentage for the 2019-2020 school year.
### LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$32,933,303</td>
<td>15.54%</td>
</tr>
</tbody>
</table>

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).

Chaffey Joint Union High School District estimates that it will receive $32,933,303 in Supplemental and Concentration Grant Funds for the 2018-2019 school year. These funds are calculated based on the number of English learners, students identified as socioeconomically disadvantaged, and foster youth.

CJUHSD will offer a variety of programs and supports specifically for English learners, socio-economically disadvantaged students and foster youth including:

- expanding mental health services by increasing staffing and programs.
- broadening support for English learners with additional staffing, new instructional materials, and support programs.
- increasing access to technology by adding over 5,000 devices to campuses and training an additional 160 teachers.
- providing access to training in Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and Cultural Proficiency to improve school climate and to reduce chronic absenteeism and suspensions.
- investing in personnel and infrastructure that improves campus security.
- expanding access to college and career preparedness by providing credit recovery, summer school, tutoring, career-technical education programs, and other services that support college and career preparedness,
- providing fee reductions for AP tests, SAT prep classes, increased access to AP classes, and additional tutoring for EL, LI, FY students.

The District will also continue to services and programs that are aligned with LCAP goals that serve all students in areas such as: intervention and counseling, recruitment and retention of quality teachers, RtI administrative support, and school climate. School wide implementation of these practices will not only have an impact on learning environment and the climate of the schools as a whole but will also have a disproportionately positive impact on the targeted subgroups.
The District recognizes that while these funds are generated in order to serve the needs of targeted student populations, some services may, should the need arise, be utilized for students outside these groups of students. While the majority of students served will be targeted student populations (61.2%), there may be other students in need that the District does not want to overlook. By providing the services identified without limitations, CJUHSD will best serve all students, especially students who need the most support to provide them equitable access and opportunity. The full list of expenditures is aligned with the goals of the CJUHSD Local Control and Accountability Plan and addresses the needs of the District’s English learners, socioeconomically disadvantaged students and foster youth. Services included are principally directed to unduplicated students.

The District continues to assess student progress and needs by examining data, reviewing results from stakeholder surveys, engaging with all stakeholder groups, and analyzing budgetary information to increase and improve services to English learners, socioeconomically disadvantaged students, and foster youth. By working collectively with stakeholders across the District, the best decisions that benefit students can be made. As a result, the District will increase support of students’ mental health and guidance by 29% as a result of increased and improved actions and services in 3.6, 3.7, 3.9, and 3.15. The District will increase instructional support by 10% for intervention and support programs that include AVID, Newcomer, EL, online learning, and other academic programs as demonstrated in actions and services, 1.1, 1.2, and 1.4. Furthermore, the District will increase technology for student use for Low Income, ELs and all students by 21%. Other initiatives include school safety measures that are new services and substantially increased access to CTE courses and programs. These, along with other increases and improvements, will allow the District to meet its Minimum Proportionality Percentage for the 2018-19 school year.

**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$28,815,093</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

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).
Chaffey Joint Union High School District estimates that it will receive $28,815,093 in Supplemental and Concentration Grant Funds beginning in 2017-2018. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

CJUHSD will offer a variety of programs and supports specifically for English learners, low income students and foster youth including:

- expanding support programs for foster youth,
- broadening support for EL, LI, FY freshmen students by providing them with mentors in freshmen English classes at Title I schools,
- increasing access to technology by adding over 4,000 devices to campuses, increase sections of AVID at all of the high schools.
- providing Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and Cultural Proficiency training for site administration and counselors.
- expanding access to college and career preparedness by providing credit recovery, summer school, tutoring, and other services that support college and career preparedness,
- providing fee reductions for AP tests, SAT prep classes, increased access to AP classes, and additional tutoring for EL, LI, FY students.

The District also offers services and programs that are aligned with LCAP goals that serve all students in areas such as: intervention counseling, recruitment and retention of quality teachers, RtI administrative support and committees at each site, positive behavior support and restorative practices. School wide implementation of these practices will not only have an impact on learning environment and the climate of the schools as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (60.1%), there may be other students in need that the District does not want to overlook. By providing the services identified without limitations, CJUHSD will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the CJUHSD Local Control and Accountability Plan and addresses the needs of the District’s English learners, low Income students and foster youth. Services included are principally directed to unduplicated students.

In an effort to increase and improve services to English Learners, Low Income, and Foster Youth, we have increased instructional support by 23% for intervention programs. The District has increased its direct administrative support to monitor RtI programs by 29%, and we have increased technology for student use for Low Income, ELs and all students by 1479%, as well as increasing technology support staff by 28%. We have increased AVID support by 44% to improve achievement in the District. These increases and improvements will allow the District to meet its 11.15% Minimum Proportionality Percentage for the 2016-17 school year.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,
and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

- **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

- **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

- **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

- **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<td>52,737,494.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<tr>
<td>Professional/Consulting Services And Operating Expenditures</td>
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* Totals based on expenditure amounts in goal and annual update sections.
**Total Expenditures by Goal**

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* Totals based on expenditure amounts in goal and annual update sections.
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<tbody>
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<td>All Funding Sources</td>
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### Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source

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<td>All Funding Sources</td>
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</table>
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

- Total LCFF Funds - $133,784,856 (87%)
- All Other State Funds - $9,821,303 (7%)
- All Local Funds - $1,164,108 (1%)
- All Federal Funds - $8,317,365 (5%)

<table>
<thead>
<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other State Funds</td>
<td>$9,821,303</td>
<td>7%</td>
</tr>
<tr>
<td>All Local Funds</td>
<td>$1,164,108</td>
<td>1%</td>
</tr>
<tr>
<td>All Federal Funds</td>
<td>$8,317,365</td>
<td>5%</td>
</tr>
<tr>
<td>Total LCFF Funds</td>
<td>$133,784,856</td>
<td>87%</td>
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</table>
Breakdown of Total LCFF Funds

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<tr>
<th>Source</th>
<th>Funds</th>
<th>Percentage</th>
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<tr>
<td>LCFF Supplemental &amp; Concentration Grants</td>
<td>$25,389,557</td>
<td>17%</td>
</tr>
<tr>
<td>All Other LCFF Funds</td>
<td>$108,395,299</td>
<td>70%</td>
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</table>

These charts show the total general purpose revenue Apple Valley Unified expects to receive in the coming year from all sources.

The total revenue projected for Apple Valley Unified is $153,087,632, of which $133,784,856 is Local Control Funding Formula (LCFF), $9,821,303 is other state funds, $1,164,108 is local funds, and $8,317,365 is federal funds. Of the $133,784,856 in LCFF Funds, $25,389,557 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
Apple Valley Unified plans to spend $158,508,971 for the 2019-20 school year. Of that amount, $35,659,419 is tied to actions/services in the LCAP and $122,849,552 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

<table>
<thead>
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<th>Source</th>
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<tr>
<td>Total Budgeted General Fund Expenditures</td>
<td>$158,508,971</td>
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<tr>
<td>Total Budgeted Expenditures in LCAP</td>
<td>$35,659,419</td>
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</table>

This chart provides a quick summary of how much Apple Valley Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Apple Valley Unified is projecting it will receive $25,389,557 based on the enrollment of foster youth, English learner, and low-income students. Apple Valley Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Apple Valley Unified plans to spend $26,421,722 on actions to meet this requirement.
High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

This chart compares what Apple Valley Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Apple Valley Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Apple Valley Unified's LCAP budgeted $27,819,125 for planned actions to increase or improve services for high needs students. Apple Valley Unified estimates that it will actually spend $29,092,681 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

**LEA Name**
Apple Valley Unified

**Contact Name and Title**
Pat Schlosser
Assistant Superintendent Educational Services

**Email and Phone**
pat_schlosser@avusd.org
(760) 247-8001 ext. 1417

### 2017-20 Plan Summary

**The Story**
Describe the students and community and how the LEA serves them.

Apple Valley Unified School District (AVUSD) serves 13,000 students who live in a geographic area larger than 200 square miles. The district includes five TK-6 Elementary Schools, five TK-8 Academies, two comprehensive high schools, and one alternative education center. The student population includes students from a wide variety of groups. The student demographics in the district include; Hispanic 48%, White 37.5%, African American 9%, Asian 2%, Filipino 0.4% and Pacific Islander 0.4%. The Socio-economically disadvantaged student population is 67%, students with disabilities represent 12% and the English Learner population is 11.

Apple Valley Unified School District has the mission: "Preparing our students for their futures." The board of trustees has established four main targets or goals for our school community: 1- Academic success for each student, 2- Safe, Supportive, and Personalized Learning Environments, 3- Communication, Collaboration, Community, and Family Involvement, and 4- Fiscal Responsibility. Each school works within those broad goals to develop a local mission and clarify values to accomplish it.

### LCAP Highlights
Identify and briefly summarize the key features of this year’s LCAP.

The 2018-2020 LCAP document update continues a community-wide effort to fulfill the Apple Valley Unified School District mission "To Prepare Our Students for Their Future." Our plan continues to have
the same five main goals with minor adjustments to some action items. Those goals are:
1- To provide high quality and engaging learning experiences for all students.
2- To provide access to high quality, college and career-ready program for all students
3- To support all students in a multi-tiered system of support.
4- To provide a safe and secure and well-maintained learning environment.
5- To support English Learners with access to the core content as well as English Language Development.

Further, the items contained in the plan include all of those services provided to students that are above the base program from all funding sources, state and federal, general and categorical. Therefore, the plan includes nearly $32 million dollars in budgeted expenditures which is in excess of the calculated supplemental and concentration grant funding.

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

There are surprising areas of strength that do not show immediately on the California Schools Dashboard. For example, suspension and expulsion rates have been on a three-year decline. This has been due to a careful implementation of PBIS/MTSS and information about the impact of Trauma. However, since we do not have middle schools, all of our K-8 schools are held to a stringent “elementary” cut-point for all students instead of the easier middle school target (even though the schools serve a near majority of 7th and 8th-grade students) and we are still in the yellow overall.

Also, we are seeing a marked graduation rate increases over time in most subgroups (with the exception of special needs). This is attributed to expanded counseling services for students at risk, whether they are English Learners, Foster Youth, or short of credits. For Special Education students, we often keep them for a fifth and sixth year to offer job training and placement services, even though it hurts our graduation rate. This is a case where the state metric is actually counter to the needs of our children since graduating them takes them out of the pool of possible recipients of service.

Further, what is not shown on the dashboard is the strong community connections to our high school students who participate in any of the industry-focused programs. This is beyond the strictly defined Career and Technical Education program but does include tours, visits, internships, and often, job placement. These students are entering the workforce and doing well, despite the state designation as “not college and career ready.”

Areas of noted progress on local measures include:
A decline in the number of discipline referrals to the office at every campus in comparison to the same
time last year.
Literacy assessments in the primary grades are being implemented with a great degree of fidelity and the
data is showing some improvement and, more importantly, is driving instructional decisions in a
research-proven way. Teachers are grouping students into guided reading groups based on literacy
behavior and using the continuum of literacy learning to prompt growth
Local Survey data has been steady from parents in the areas that suggest overall satisfaction with
school and feeling welcome and respected.

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

A comprehensive analysis of the California School Dashboard, as well as other local indicators, reveals
the following system-wide areas in the "red" or "orange":

1- ELA and Mathematics (orange)- In each case, the lack of change is our reason for moving from yellow
to orange this year. We continue to implement research-based strategies, professional learning, and
instructional coaching in these areas. For ELA, we will continue to build the skill and knowledge of our
elementary teachers to implement Guided Reading. Some sites have opted to supplement this with a
dedicated reading intervention teacher using funds dedicated to that purpose. This position will work in
coordination with the Guided Reading program and use the Leveled Literacy Intervention system to
target students who need the greatest growth. At the high school level, we have rewritten and gained
approval for a new sequence of English Courses that will serve to support students in all areas of the
state adopted standards with a careful strategy to build skills most needed for future success. In Math,
we will continue to use of Cognitively Guided Instruction for elementary grades and provide professional
learning for grades 7-12 math teachers to be able to target the individual skill development of each
student. Local short-cycle metrics show growth that has not yet appeared in the state assessment in
many of these areas.

2- Graduation rate (orange)- The graduation rate decline in the subgroups of Hispanic, English Learners,
and Socio-economically Disadvantaged students was the main reason for this move from green to
orange. We have added counselors to assist students to make and follow a plan of action to reach their
future goals. We believe that a portion of the rate change in this dashboard was due to a shift in the
timeframe allowed to us to find students who had moved or left for alternative pathways to a diploma out
of state. We are working to track students and make contact sooner upon learning they have moved.

3- College and Career Readiness (orange)- This indicator reflects a low percentage of students reaching
the prepared level on the dashboard CCI metric. A closer look found that our data reporting process was
not giving credit for students who had taken a dual enrollment course at our local community college due
to a lack of clear communication between the CALPADS system and our student information system
vendor. We believe we have remedied this error and continue to work to find those students who can
achieve this level of preparation.
4- Chronic Absenteeism (red)- Our only red indicator overall and an area of concern. We have found across all student groups that the absence rate for Tk and Kindergarten is far in excess of all other grade levels and has given us the challenge to educate our families on the importance of daily attendance for success. We have provided calendars to all kindergarten parents to track attendance and held informational rallies at each school to show the value of daily attendance as a link to school success.

A look at the individual student groups show the following:

1- Foster Youth- This group is “red” in the following state indicators: Mathematics, College/ Career, and Suspension Rate. A close look at this group revealed that many of the students who are experiencing difficulty are newcomers to our school system and arrive after placement in a residential group home facility after a period of incarceration. These students come with significant needs for counseling and mental health support. The time spent in our district is episodic and often does not correspond to the school calendar in a productive and meaningful way. We have added dedicated Foster Youth counseling services through the LCAP process which has produced an increase in the graduation rate and a decline in the drop-out rate.

2- Students With Disabilities- This group is "red" in the following state indicators: English Language Arts, Mathematics, College/ Career, and Chronic Absenteeism. This data along with the state Performance Indicator Review process has caused a careful analysis of the entire special education system from initial intervention to service. We have been able to add additional support staff, classroom aides, teachers, and psychologists to increase student services. This is an area of continued focus.

3- African American Students- This group is "red" in the following performance indicators: Chronic Absenteeism and Suspension Rate. We thought that this data might be directly related since a suspension is also an absence, however, a closer analysis of absenteeism by grade level reveals that the Tk and kindergarten grade levels are the most absent. This highlights the need for us to stress the importance of daily school attendance with our families of young children.

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**

The only area where there are student groups who meet the criteria for a performance gap is the suspension rate. We have an overall indicator of "yellow" and three groups in the "red." Those groups are as follows:

1- African American Students- This discrepancy of a 10.1% rate of suspension as compared with the LEA rate of 4.7% led to a deeper conversation with families and community groups to determine the root causes. This a long term project that will cover the initial topics of behavior expectations, cultural responsiveness, and mentoring. We are starting this with a large group of African- American families at one of our schools with the greatest need and the most response to our initial outreach. We will have a facilitated process top begin to name the barriers and perceptions that seem to be keeping students from reaching their full potential.
2- Filipino Students- This is a group with fewer than 60 students and an increase in even one student suspension can have an outsized impact on the rate. We do not see this trend continuing in the current school year.

3- Foster Youth- Addressed above, those suspended in this group is overwhelmingly comprised of students who come to Apple Valley Unified School District from residential group homes that place students into our school system from across the state of California. These students are often recently exiting more restrictive situations and come with demanding mental health needs and difficult behaviors.

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.

There are two schools identified for comprehensive support and improvement (CSI) in Apple Valley Unified both of which are Tk-8th-grade schools. They are:
1- Phoenix Academy
2- Sandia Elementary

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.

Both schools participated with the district in a multiple-stage data analysis plan that included the following:
1- A close look at student performance data by grade, sub-group, and teacher. We spent time looking for trends in the data, bright spots, and areas of greatest need.
2- A reporting of all metrics to the school stakeholder groups. Parents, Teachers, Support Staff, and site administration had time to give ideas, thoughts, and ideas for addressing the trends and needs in the data.
3- Further data-analysis based upon the specific questions raised by each school site team. The stakeholders generated questions for further examination and in some cases, the ideas they suggested were not allowable within the confines of the law or funding rules. This caused a deep look at possible tools to address the gaps and still meet the requests of the group.
4- Plan development and analysis- The School Leadership and Site Councils provided feedback for the use of supplemental funds to target the needs of the groups and areas that caused the CSI designation.

The school plans differ slightly based on the student groups, areas of need, and site plan.

Phoenix Academy qualifies as a result of the overall Suspension Rate and Mathematics indicators.
Student groups/indicators include English Learners, Students with Disabilities, and African American Students in areas such as English Language Arts, suspension rate, and chronic absenteeism. The plan is as follows with the CSI specifically funded items called out.

**Phoenix Goal 1 - Academic Performance- Literacy**

A-Increase small group learning (CGI, Number Talks, OG, etc.) and management structures to support this (Daily 5, Daily 3). Provide Professional Development to Teachers to implement through Grade Level release days for planning purposes with support from our on-site Instructional Coaches. The estimated cost is $10,000 and will be funded through CSI funding.

B- Purchase of Leveled Literacy Intervention (LLI) Materials to support reading achievement. A trained reading teacher will deliver LLI to students in Grades 1-3 to increase reading achievement. These supplies will provide additional targeted, supplemental books and resources to support this small-group learning model. The estimated cost is $5,000 and will be funded through CSI funding.

C-Increase implementation of the Guided Reading Model in Grades 1-3, with a hope to grow this program into grades 4 and beyond. Training and support will be provided to teachers to ensure that all Grades 1-3 teachers have had recent Guided Reading Training, as well as updated Benchmark Assessment Kits in order to ensure standardized implementation of Reading Record Assessments to fidelity. Purchase of Fountas and Pinnell Classroom™ program for Grades 4-6 literacy intervention to increase reading achievement. Training will be provided through a contract with Heinemann, offering 5 days of on-site coaching and support as well as follow-up reflection and planning time. The estimated cost is $15,000 and will be funded through CSI funding.

D-Increase in core Language Arts and Math classes through dissolving all Math180 classes (program didn’t translate to academic achievement as measured on CAASPP), and reducing Read180 to four sections (program didn’t translate to academic achievement as measured on CAASPP). This will reduce class size in ELA and Math classes.

E- Training for implementation of Daily 5 and Daily 3 for small group strategies. Teachers will be trained on these systems to implement this new support model. The estimated cost is $5,000 and will be funded through CSI funding.

F-Training and professional development for teachers and administration centered around current student data, historical student data, and research-based student programs to be implemented on campus, to allow our staff access to the most up-to-date pedagogy and strategies, and allow our students to have access to these programs being delivered by trained teachers, in an effort to increase academic achievement in all areas. The estimated cost is $10,000 and will be funded through CSI funding.

**Phoenix Goal 2 - Culture**

A-Increase PBIS implementation to support positive behavior and reduce the suspension rate: Increase motivation and recognition programs (awards, field trips, incentives) to recognize and create a growing culture of success to assist in increasing attendance and reducing the suspension rate. Support from a Dean of Students to help in the development and implementation of programs centered around success. Continuation of a band teacher full-time on campus to support elective
offerings and a music program for students to support positive behavior, increase attendance and reduce discipline.

B- Increase family-based events to foster home and school connection - focus on reducing Chronic Absenteeism rate. Provide training and professional development in trauma-informed instruction strategies, as well as time to establish structures that will promote student relationship-building and positive interactions between teachers, students, and their peers, with the hope that students will want to attend school on a regular basis, reducing absenteeism and discipline. Establishment of home visit teams to target specific students as identified by chronic absenteeism and high suspension rate and/or other types of discipline as determined by site data, to build a strong home/school connection and increase attendance and reduce discipline while on campus. The estimated cost is $5,000 and will be funded through CSI funding.

Goal 3 - Infrastructure
Update technology, particularly projectors, to support access to data and programs in the classrooms that will impact achievement (i-Ready, etc.) In order to increase Math and Language Arts achievement begin to update furniture to support collaboration between students, and between students and staff.

For Sandia Elementary the plan is as follows:
Goal 1: Academic Performance
A- Literacy program. Increase small group learning with training in Daily 5 and related programs- this will be supported through Title 1 funds and district support

B- Implement a focused literacy intervention effort for all teachers in grades 4-6 using the Fountas and Pinnell classroom program. Costs are $4000 and will be paid with CSI funds

C- Continue to use READ 180/ System 44 as a reading intervention but bring it back to a 90-minute block and implement to program design fidelity

D- Expand after-school reading intervention using READ 180 for those in greatest need. Costs will be for instructor time and are estimated to be $12000 and will be paid with CSI funds.

E- Expand Guided Reading training and expertise throughout the system by adding to the days already scheduled for coaching and training from Heineman. Cost is estimated to be $10,000 and will be paid with CSI funds.

F- Mathematics Program: Release time for teachers and staff to deconstruct the Math standards by grade level and develop clear learning targets and success criteria- Costs will be paid by site funds

G- Increase training for teachers to build student skill in all mathematical practices with high-level questioning and individualized formative assessment- Training by an outside consultant. Cost of $4000 to be paid with CSI funds

Goal 2: School Climate
A- Increase positive motivation and recognition programs including Healthy Play. Training will allow for greater peace and safety on campus and work toward lowering the suspension rates in targeted groups. Cost of approximately $20000 will be paid with CSI funds
B- Expanded training in the strategies to be used when working with students who have experienced trauma. The targeted metric outcome will be reduced absenteeism and discipline.

C- Continue with support for AVID program and expand to new staff and those not yet implementing.

Goal 3: College and Career Readiness
A- Offer focused "elective" offerings to middle-grade students that align with the high school programs from which students will be selecting. This will aid engagement, school transition, and improve climate.

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.

The LEA will meet monthly with key staff to evaluate program implementation and early indicators. This will include on-site classroom walks and participation with key stakeholder groups. One of the key by-products that the Stakeholder groups requested was that the classroom instruction is engaging and that parents are contacted on progress. To that end, we will report monthly the following data: Absence, Chronic Absence, and Parent contacts. Now that we are using the Aeries Communication App, we will be able to track most School-Home communication. We are looking for data showing an increase in attendance in those two schools, a reduction to 10% or under for Chronic Absenteeism, and at least once a month contact for every family.

The data used to make this designation is from 2017/2018. During the development of this plan, we saw the 2018/2019 data trending in the same direction. This means that the next Dashboard may show no change. We are putting the plan in motion in Fall of 2019 and that data will not be reported to the public until the Fall of 2020. Of course, Dashboard data and related metrics will be used to monitor the plan to be sure that the actions we have selected, yield the intended outcomes.
Annual Update

LCAP Year Reviewed:

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

To continue to provide access to a high quality and engaging learning experience for all learners to include: Education delivered by highly qualified staff (Staff is inclusive of Teachers and Para-educators) trained in the implementation of the common core state standards; Appropriate instructional materials; support mechanisms for improved instructional quality including induction, professional development and coaching.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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</table>

### 70 points below standard in EAP 11th grade Mathematics

Data is no longer reported in this same manner- In 11th grade Math we are seeing an average scaled score of 2508 for 2019 and that is 120 points below standard. There are 13% of the students who reached the Met or Exceeded mark on the SBAC- This is a slight decline from the past year.

### 7.5 points above standard ELA EAP

Data is no longer reported in this same manner- In 11th grade ELA we are seeing an average scaled score of 2556 for 2019 and that is 27 points below standard. There are 44% of the students who reached the Met or Exceeded mark on the SBAC- This is a slight decline from the past year.

### 45 points below standard average distance from met- SBAC composite of 3-8 grade Math

For 2018, the last year this measure is available, the average distance from met was 68.3 in math.

### 9 points below standard average distance from met- SBAC composite of 3-8 grade ELA

For 2018, the last year this measure is available, the average distance from met was 24.1 in ELA.

### 0% rate of teacher mis-assignment

0.25% A small number of teachers were still working to clear the English Learner Requirement in the CTE program as of reporting time.

### 100% Students have aligned instructional materials

100%

### Suspended- This is the API measure

There is no API system at this time
**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Instructional coaching at the high school level for mathematics, language arts, science, special education and other subjects as needed per school site. Coaches may also support in other grade levels at feeder schools.</td>
<td>We were able to employ coaches for all or part of the day at both of the comprehensive high school settings.</td>
<td>$553,911</td>
<td>$480,723</td>
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<td>LCFF</td>
<td>1. LCFF</td>
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<td>1. Certificated Salaries</td>
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### Action 2

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<th>Planned Actions/Services</th>
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</table>
Provide release time for staff and related costs to attend training to continue to build expertise in instructional strategies to implement the CCSS, support AVID, and implement NGSS and the required funding to evaluate and adopt high quality materials. Also, to continue to support the induction process for new teachers and make continued progress toward keeping a fully credentialed teacher in every classroom.

We were able to provide extensive training and support for all staff via this goal. This includes Next Generation Science Standards implementation, Trauma-Informed Instruction, Instructional Coaching, AVID, Quality Teaching for English Learners, Training for Para-Educators in Special Education Settings, and many more.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<td>$1,025,000</td>
<td>$1,813,276</td>
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<td>3. Title II</td>
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<td>2. Classified Salaries</td>
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<td>4. 21st Century</td>
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<td>3. Benefits</td>
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<td>5. Title III</td>
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<td>7. Low Perf. BG</td>
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**Action 3**

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</table>
### Action 4
**Planned Actions/Services**
Training for staff to fully utilize available instructional technology. This may include local coaching provided from peers, professional development opportunities, and conferences

**Actual Actions/Services**
This was a very popular area of work and training. We have provided an instructional Technology expert at each school site. In many cases, this is only available after school or once a month, but the need has been proven and the model will be expanded.

**Budgeted Expenditures**
$440,000

| 1. LCFF |
| 2. Title I |

**Estimated Actual Expenditures**
$429,648

| 1. LCFF |
| 2. Title I |

### Action 5
**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

| 1. LCFF |
| 2. Title I |

**Estimated Actual Expenditures**

<p>| 1. LCFF |
| 2. Title I |</p>
<table>
<thead>
<tr>
<th>Maintain two 4-8 STEAM coaches for the 2018/2019 school year. And make funds available to build and staff maker spaces.</th>
<th>We were able to employ two STEAM coaches who served as trainers for much of this year in our Next Generation Science Standards Roll-out effort.</th>
<th>$410,734</th>
</tr>
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<tbody>
<tr>
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<td>1. Title I</td>
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<td>3. Benefits</td>
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<td>4. Books/Supplies</td>
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<td></td>
<td>5. Services/Operating</td>
</tr>
</tbody>
</table>
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.

This goal is primarily about staff training and coaching. This has been an important year for this work and the surveys from the instructional staff suggest that the coaching is impactful. 74% of teachers not only report using the site instructional coach but report changing their practice as a result.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have seen pockets of growth in the chosen metrics. However, SBAC has proven to be a difficult measure that defies easy movement or solutions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was almost no variance in this goal area except for the increase in action #2 made possible by the low Performing Students Block Grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only major change requested by the stakeholder groups in the 2019 LCAP process was to reduce the expenditures on action #2. We will slightly curtail the training and professional learning budget. This came about as a request for cost savings and to reduce the impact of our extreme shortage of substitute teachers.
## Goal 2

To continue to provide access to a high quality and engaging 21st century learning experience for all learners to include a focus on college and career readiness and the four Cs: Collaboration, Creativity, Critical Thinking and Communication

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 5, 6, 8

**Local Priorities:** Student Engagement and participation in leadership activities as measured by participation in Career and Technical Student Organizations, a requirement of the Career Technical Education Incentive Grant and highly esteemed local value.

## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>89% Graduation Rate</td>
<td>88.8% Graduation Rate</td>
</tr>
<tr>
<td>20%- CTE completers</td>
<td>This data is now not reported in this manner- See Outcome #7 and #8 which are related</td>
</tr>
<tr>
<td>900 student participating in Career and Technical Student Organisations.</td>
<td>1200 + students are involved in a positive manner in the CTSO’s offered in Apple Valley Unified.</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>85% - Weekly Chromebook Usage</td>
<td>nearly 100% usage we have nearly every device used weekly.</td>
</tr>
<tr>
<td>4.15 - Student expression of Engagement - Composite Grandmean</td>
<td>3.86 - which is an increase over last year.</td>
</tr>
<tr>
<td>34% - UC system course preparation by the measure of students satisfying the A-G requirements</td>
<td>33.2% actual A-G completion</td>
</tr>
<tr>
<td>23% College Ready or prepared on the state indicator</td>
<td>30.7% prepared</td>
</tr>
<tr>
<td>25% Nearly prepared on the state college readiness indicator</td>
<td>24.3% Approaching Prepared</td>
</tr>
<tr>
<td>55% AP pass rate</td>
<td>50.7% pass rate on all AP exams for 2018</td>
</tr>
<tr>
<td>Met Standard for the implementation of state standards</td>
<td>Met Standard</td>
</tr>
</tbody>
</table>

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
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</thead>
</table>

Page 21 of 133
<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technology infrastructure and wireless connectivity to support new devices and student access as well as device acquisition, repair, and the classified staff to maintain functionality</td>
<td>We continued to work in this areas with device acquisition and support. In fact, we purchased extra devices to offset the costs for the following year. We have almost 12,000 chromebooks in use and a 4 year refresh cycle on most devices. 11,000 of those are in the hands of students and the others are used as loaners, or for staff.</td>
<td>$1,911,871</td>
<td>$3,372,746</td>
</tr>
</tbody>
</table>

1. LCFF
2. Classified Salaries
3. Benefits
4. Books and Supplies
5. Services/Operating

1. LCFF
2. Title I
3. Classified Salaries
4. Books/Supplies
5. Services/Operating
6. Capital Outlay
Increase staffing in Career and Technical pathways and related academy content areas to allow for any academy or pathway scheduling at the secondary level including, common prep periods, coordinators, student access, and necessary materials/equipment and training. This includes the AVID program which is often funded through site or district Title 1, Consult site-specific Single School Plans for Student Achievement.

We have added extensively to the Career and Technical support by bringing all certificated staff into the same salary schedule based on years of service and education. We now have 17 full time career and technical education teachers in ten industry sectors.

**Action 3**

**Planned Actions/Services**

Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers- To cover costs for student registrations, travel, materials, uniforms and lodging.

**Actual Actions/Services**

We overspend this action item each year as a greater number of students qualify for regional, state, and national competition. Thus far we have been able to support the increased costs.

**Budgeted Expenditures**

$2,288,594

1. LCFF
2. Perkins
3. Ca. Partnership Academy
4. CTE Incentive Grant
5. Agricultural Grant

**Estimated Actual Expenditures**

$2,779,444

1. LCFF
2. Perkins
3. Ca. Partnership
4. Ag. Grant
5. Title I
6. CTE Incentive

**Action 4**
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music program. Additional staffing and funds for instruments and other related needs to bring music program to students.</td>
<td>The music program at the elementary level continues to enjoy great support and we have shifted staffing to better support the schools across the district.</td>
<td>$646,731</td>
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<td>1. LCFF</td>
<td>$684,633</td>
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<td>1. Certificated Salaries</td>
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<td>2. Classified Prof Dev.</td>
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<td>3. Benefits</td>
<td>3. Title I</td>
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<td>4. Books and Supplies</td>
<td>1. Certified Salaries</td>
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</table>
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.

This goal and the actions therein are just a portion of the college and career readiness program within the district. However, the actions undertaken here have continued to show interest and engagement as well as parent support. Student demand for the pathways that we offer is high. We have been able to secure local industry partnerships and internshop opportunities for students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The college and career readiness indicator is moving up each year. We have also made a careful analysis of the areas that were keeping students from the "prepared" designation. We found that our local community college courses that earn credit for students by exam at the high school level were not properly coded in the state data system (CALPADS) and that error has been fixed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only variance is in the technology related item which is due to an extra purchase of Chromebooks that will allow us to go for another year with the same devices and a reduced price.

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.

No changes were requested in this goal area.
Goal 3

Multi-Tiered Systems of Support: Interventions to support positive student growth and development academically, behaviorally, and emotionally. Maintain a positive school climate with parents and staff working together for the betterment of all children in the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students reading at grade level by 3rd grade.</td>
<td>At the moment we do not have this data for 3rd-grade reading level 2019- This will be measured and reported for 2020.</td>
</tr>
<tr>
<td>100 points below met standard- SBAC Math</td>
<td>147.3 points below and declined by 9.6 points</td>
</tr>
<tr>
<td>76 points below Met standard- SBAC ELA</td>
<td>103.7 points below standard met and declined by 6.7 points</td>
</tr>
<tr>
<td>11% - rate of chronic absenteeism</td>
<td>12.5% rate of chronic absenteeism district-wide</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
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<td>----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>3.55- Survey rating on a four-point scale of parent satisfaction</td>
<td>3.51- Survey rating on a four point scale</td>
</tr>
<tr>
<td>3.45 Survey rating on a four-point scale of parent satisfaction</td>
<td>3.36- steady over 4 years in this area.</td>
</tr>
<tr>
<td>77% Foster youth graduation rate</td>
<td>69.6%- Foster Youth Graduation Rate</td>
</tr>
<tr>
<td>6000 units earned in high school summer school</td>
<td>we continue to see students earning in excess of this target of 6000 units per Summer.</td>
</tr>
<tr>
<td>6.4% suspension rate</td>
<td>4.7% suspension rate</td>
</tr>
<tr>
<td>10% suspension rate- students with disabilities</td>
<td>9.3%- Suspension Rate- Students with Disabilities</td>
</tr>
<tr>
<td>11% Suspension Rate for African American Students</td>
<td>10.1% Suspension Rate- African American Students</td>
</tr>
<tr>
<td>65 total number of expulsions</td>
<td>39 total expulsions- 2017/2018</td>
</tr>
<tr>
<td>1.25%- High School Dropouts</td>
<td>7.4% This reflects a shift in the definitions of drop-out and the changed reporting timeline.</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Priority 4</th>
<th>Priority 5</th>
<th>Priority 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance as measured by Reading Level Growth</td>
<td>Middle School Drop-out rate</td>
<td>intervention results for students with exceptional needs as measured by the Smarter Balanced Assessment - English Language Arts - Distance from Met Standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade - 41% of the students are at the met or exceeded level</td>
</tr>
<tr>
<td>The middle school drop out rate is no longer reported by the California Department of Education, however, our data shows that we have only 5 students that we cannot identify as continuing in a school program after middle grades.</td>
</tr>
<tr>
<td>The overall average distance from met for 3-8 and 11th grade ELA for students with special needs moved 3 points in the positive direction. The average score moved from 121 points below to 118 points below</td>
</tr>
</tbody>
</table>

### Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Page 28 of 133
### Action 2

**Planned Actions/Services**
Deploy a community outreach and media specialist to act in the role of communications and public relations. Item will include costs related to production of communication materials, media, and tools.

**Actual Actions/Services**
Our Community continues to enjoy the services of a full-time Public Outreach specialist.

**Budgeted Expenditures**
$155,864
1. LCFF
2. Classified Salaries
3. Benefits
4. Books and Supplies
5. Services/Other

**Estimated Actual Expenditures**
$155,071
1. LCFF
2. Title I
3. Certificated Salaries
4. Classified Salaries
5. Benefits
6. Books/Supplies
7. Services/Other

### Action 3

**Planned Actions/Services**
Identify, train and prepare grade 4–8 arts, science, special education and other low income students to be served.

**Actual Actions/Services**
We have continued to do as planned in this action area.

**Budgeted Expenditures**
$303,002
1. LCFF
2. Classified Salaries
3. Benefits
4. Books and Supplies
5. Services/Other

**Estimated Actual Expenditures**
$262,470
1. LCFF
2. Classified Salaries
3. Benefits
4. Books and Supplies
5. Services/Other
Provide a research-based reading and math intervention program at the 4-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part-time staffing, para-educators, and materials to maintain the program.

This goal continues but has shifted in some ways to include more Primary grade interventions as the need in the upper grades diminishes.

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2,640,790</td>
<td>$2,639,901</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Title I</td>
<td>2. Lottery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Certificated Salaries</td>
<td>3. Title I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Classified Salaries</td>
<td>3. Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Books and Supplies</td>
<td>5. Services/Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Services/Other</td>
<td></td>
</tr>
</tbody>
</table>
Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action.

We continue to see a great need for counseling and other related support services. The counseling positions added herein have been a great help for individual student support, in fact, both comprehensive high schools opted to add another counseling position in addition to this one. The need for student support to navigate secondary school has proven to be higher than ever. Data from surveys and exit interviews show that students come with incredible trauma and complications that require close monitoring and support.

<p>| Action 5 |</p>
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$247,960</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. College Readiness BG</td>
<td>2. College Readiness BG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Certificated Salaries</td>
<td>1. Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Services/Other</td>
</tr>
<tr>
<td>Action 6</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
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<tr>
<td><strong>Planned Actions/Services</strong></td>
<td></td>
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<tr>
<td><strong>Actual Actions/Services</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
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</tbody>
</table>

There has been a tremendous effort in this area with all schools involved in support this year. These costs will also taper as schools exit direct support. However, our work in this area has been focused on the work that each site needs to do to clarify school-wide expectations for student behavior and shift to a teaching model for each expectation. We have worked to clarify our systems of support and equip teachers to manage their classrooms without purely exclusionary interventions.
**Action 7**

### Planned Actions/Services

Maintain the increased clerical support for comprehensive high schools and a central office receptionist to serve the public upon first contact with the system.

### Actual Actions/Services

This has been maintained at each of the planned sites with a focus on support for parents to connect to the school sites. This is a total of 3 positions.

### Budgeted Expenditures

$178,044

1. LCFF
2. Classified Salaries
3. Benefits

### Estimated Actual Expenditures

$175,802

1. LCFF
2. Lottery

### Action 8

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures
## Action 9

### Planned Actions/Services

Before and/or after school program offerings at each school site. The action is inclusive of all various after-school programs from all various funding sources, LCAP, State grants, and Federal grants.

### Actual Actions/Services

The after-school program enjoyed another strong year of attendance and outcomes. This will be reduced by $250,000 next year due to the loss of a federal grant.

### Budgeted Expenditures

- $1,388,446
  - 1. LCFF
  - 2. 21st Century
  - 3. ASES

### Estimated Actual Expenditures

- $1,495,253
  - 1. LCFF
  - 2. Title I
  - 3. 21st Century
  - 4. ASES

<table>
<thead>
<tr>
<th>LCAP Year Reviewed:</th>
<th>Complete a copy of the following table for each of the LEA's goals from the prior year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning Details and Accountability</td>
<td>Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>State and/or Local Priorities addressed by this goal:</th>
<th>Students to be Served</th>
<th>Action #2</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2</td>
<td>- Multi-Tiered Systems of Support: Interventions to support positive student growth and development academically, behaviorally, and emotionally.</td>
<td>- No changes were requested in this goal area.</td>
<td>- After the final DAC, on May 14, 2019, there was a special Board of Trustees Workshop held for a full discussion of the LCAP priorities from the DAC of questions from the parents and DELAC.</td>
<td>- The LCAP development process includes a cycle starting each fall with a report to all stakeholders regarding the state of the district.</td>
</tr>
</tbody>
</table>

- This year the State of the district presentation was held on

- 2018-19 Actions/Services

- 89%

- 88%

- Modified

- Actual Actions/Services

- Estimated Actual Expenditures

- $1,862,850
  - 1. LCFF
  - 2. Lottery
  - 3. Title I

- 1. Certificated Salaries
  - 2. Classified Salaries
  - 3. Benefits
  - 4. Books/Supplies
  - 5. Services/Other

- $351,496
  - 1. LCFF

- 3. Benefits

- 2. Classified Salaries

- 1. Title I

- 4. Books and Supplies

- 6. Capital Outlay

- 2. Title I

- 6. SpEd - Preschool

- 1. LCFF

- 3. Benefits

- 2. Classified Salaries

- 5. Services/Other

We found that our local community college courses that earn credit for students by exam at the high school level were

- We have two

- contacts

- to

- the

- hands

- students

- our Next Generation Science

- materials in every

- Consortium-Program (EAP) –

- and

- programs in every

- multi-tiered systems of support.

- No changes were requested in this goal area.

- Materials in every

- Consortium-Program (EAP) –

- of

- high

- and

- careers - To cover

- in

- at

- risk.

- 3.5 Campus

- score of 3 or

- students who

- Chromebook

- survey of

- widely-

- in

- the

- moment of identification. (previously 2.02)

- We will slightly

- regarding

- usage of student data.

- We have

- pathways and related academy content

- professional development opportunities,

- levels at feeder schools.

- arts, science, special education and other

- at

- students and the

- at

- counselors, student access, and

- pathway scheduling at the secondary level

- at both of the comprehensive

- students exit direct support.

- require close monitoring and

- counseling position in addition to

- Public Outreach specialist.

- planned in this action area

- as intended. We have two

- Student Reclassifications are up to nearly 10%.

- exclusionary interventions.

- requirements. We have two

- of

- for

- required to work on is the expansion of student enrollment in advanced placement and honors courses.

- at risk.

- for all groups

- and

- for all groups on the climate

- at

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**Action 10**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer school/ summer session offerings to reduce the negative impact of summer losses of learning for all students, but most significantly for SED children, ELL and Foster Youth.</td>
<td>Summer School sessions offered each summer as requested.</td>
<td>$500,000</td>
<td>$583,282</td>
</tr>
<tr>
<td>2. Lottery</td>
<td>5. Services/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ASES</td>
<td>2. Classified Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other Outgo</td>
<td>5. Services/Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 11**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Services/Other</td>
<td>1. Certificated Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other Outgo</td>
<td>3. Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other Outgo</td>
<td>5. Services/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 12</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Class-Size reduction in grades TK-3</td>
<td>We maintained Tk-3 class size reduction.</td>
<td>$3,704,545</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Certificated Salaries</td>
</tr>
</tbody>
</table>

Program coordination to include a database analyst (classified) position and increased site program and assessment coordination including required support for database integration.

Data analysis positions and staffing maintained to support usage of student data.

$616,694

1. LCFF
2. Title I

$777,933

1. LCFF
2. Title I

1. Certificated Salaries
2. Classified Salaries
3. Benefits

5. Services/Other
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.

This goal area is the bulk of the support for foster youth, students with special needs, and other groups. The MTSS system is building upon the foundation of careful data analysis and teacher skill development. We have provided hundreds of hours of training to all segments of our staff to expand the knowledge of this effort, the research behind this effort, and constant reporting to our stakeholder groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The data points have been met in many areas but we still must pay close attention to the suspension rate and chronic absenteeism of the subgroups at risk. For example, overall, the suspension rates are declining slowly and the number of office referrals is down. However, there is a need to be sure that there is a sense of safety and civility permeating each campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were overages but no material differences

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.

No changes to the actions. There was a request for an expansion of the counseling actions to include increased mental health services, but we found that our SELPA has a grant that will allow us to participate with them to fund greater prevention and referral processes.
Goal 4

Continue to provide Basic Services: Maintain facilities in good repair, provide a safe and secure learning environment, and provide transportation beyond the required minimum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>All groups- 3.5 Safety scores on the LCAP Climate survey</td>
<td>3.30 composite score (rising)</td>
</tr>
<tr>
<td>All groups- 3.5 Campus maintenance score for all groups on the climate survey.</td>
<td>Parents 3.42</td>
</tr>
<tr>
<td></td>
<td>Classified 3.17</td>
</tr>
<tr>
<td></td>
<td>Certificated 3.10</td>
</tr>
<tr>
<td>95% Attendance rates</td>
<td>2018/2019 cumulative rate as of month 9 is 94.8%</td>
</tr>
</tbody>
</table>
### Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suspension Rates

<table>
<thead>
<tr>
<th>Rate Type</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4% suspension rate</td>
<td>9.3% suspension rate</td>
<td>4.7% suspension rate</td>
</tr>
<tr>
<td>10% Suspension Rate for Students with Disabilities</td>
<td>9.3% suspension rate</td>
<td>4.7% suspension rate</td>
</tr>
<tr>
<td>11% Suspension Rate for African American Students</td>
<td>10.1% suspension rate</td>
<td></td>
</tr>
<tr>
<td>Facilities in Good Repair</td>
<td>Facility Inspection tool shows areas of minor deficiency only</td>
<td></td>
</tr>
</tbody>
</table>

### Goals

- **Goal 1:** Increase or improve attendance by 5% (Expected: 90% Actual: 95%)
- **Goal 2:** Increase or improve Math scores by 10% (Expected: 150 Average Score Actual: 165 Average Score)
- **Goal 3:** Increase or improve English Learners' proficiency by 15% (Expected: 80% Actual: 95%)

### Additional Information

- **Budgeted Expenditures:**
  - 1. LCFF: $1,270,474
  - 2. Classified Salaries: $3,704,545
  - 4. Books/Supplies: $472,041
  - 5. Services/Other: $257,463
  - 5. Services/Operating: $3,704,545

- **Estimated Actual Expenditures:**
  - 1. LCFF: $1,270,474
  - 2. Classified Salaries: $3,704,545
  - 4. Books/Supplies: $472,041
  - 5. Services/Other: $257,463
  - 5. Services/Operating: $3,704,545
### Action 2
**Planned Actions/Services**
Install and maintain security camera system at the TK-8 schools; District Wide VOIP Telephone System installation.

**Actual Actions/Services**
Security Camera Request for Proposal has been published and we are anticipating the award and installation phase by Fall 2019. Funds were expended to complete the infrastructure preparation.

**Budgeted Expenditures**
$1,002,000
1. LCFF
2. Fund 40
4. Books/Supplies
5. Services/Other
6. Capital Outlay

**Estimated Actual Expenditures**
$472,041
1. LCFF
4. Books/Supplies
5. Services/Other
6. Capital Outlay

### Action 3
**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**
### Action 4

**Planned Actions/Services**

Increased supervision and security measures at school sites. Includes police officers, deans, Campus Security and Proctors depending upon site need.

**Actual Actions/Services**

Proctors, Campus Security, police officers, and Deans added as requested. Four of the police officer positions did remain unfilled until very late in the year as the process to add new police officers is lengthy. We will start the new school year with all positions filled with one exception.

**Budgeted Expenditures**

$4,841,720

1. LCFF
2. Lottery
3. Title I
4. Books and Supplies
5. Services/Other
6. Capital Outlay

**Estimated Actual Expenditures**

$4,335,618

1. LCFF
2. Lottery
3. Title I
4. Title III
5. Services/Other
6. Capital Outlay
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

## 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.

This goal has been a consistent work in progress with multiple funding sources to accomplish the goal of safety and maintenance. Progress has been made in each action item.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Progress has been made in the metrics as noted above. The perception of the parents via survey and the response of the students show that there is a sense of pride and comfort in the school climate. We see that the sense of safety at school remains high and increasing in most cases.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The maintenance action item shows a variance that is indicative of the delay in billing for some of the large projects happening in the summer of 2019.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The change requested in this area is the addition of two school site administrative position. This would allow each school to have at least one support administrator, an Assistant Principal, capable of supporting student discipline and teacher evaluation.
Goal 5

To continue current instructional support for structured language development, and effective programs to identify, assess, support and serve English Language Learners and their families.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Number of students reclassified</td>
<td>110 students reclassified in 2019</td>
</tr>
<tr>
<td>65 points below standard met in Math for English Learners</td>
<td>90.5 points below standard met in Math for English Learners</td>
</tr>
<tr>
<td>28 points below standard met in ELA for English Learners</td>
<td>51.5 points below standard met in ELA for English Learners</td>
</tr>
<tr>
<td>92% graduation rate (EL students)</td>
<td>81% Graduation Rate (EL Students)</td>
</tr>
</tbody>
</table>
### Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly para-educator training and required materials. Includes para-educator in support of parent outreach courses.</strong></td>
<td><strong>This action has been completed as intended. The ELD program has clear and focused coordination with an increase in the support for parents and training for all support staff.</strong></td>
<td><strong>$351,496</strong></td>
<td><strong>$375,817</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Title I</td>
<td>2. Title I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Title III</td>
<td>3. Title III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Certificated Salaries</td>
<td>1. Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Classified Salaries</td>
<td>2. Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Services/Other</td>
<td>5. Services/Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bilingual para-educators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts</strong></td>
<td><strong>This action has been completed as intended. There are Bi-lingual Paraeducators trained and deployed at each school site.</strong></td>
<td><strong>$1,270,474</strong></td>
<td><strong>$1,241,888</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Classified Salaries</td>
<td>2. Classified Salaries</td>
<td></td>
</tr>
</tbody>
</table>

**9/12/2019**
**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Services, to support: course access, parent communication, appropriate planning, and monitor/support of all identified students.</td>
<td>This action has been completed as intended. We have two dedicated EL counselors who have the ability to focus on the needs of English Learners.</td>
<td>$247,000</td>
<td>$257,463</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Certificated Salaries</td>
<td>1. Certificated Salaries</td>
</tr>
</tbody>
</table>

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$86,928</td>
<td>$118,045</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Classified Salaries</td>
<td>2. Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Services/Other</td>
<td>5. Services/Other</td>
</tr>
</tbody>
</table>
ELD instructional materials and training in accordance with findings from state program reviews

This action has been completed as intended. We have purchased and implemented updated curriculum materials. Further, we have provided Quality Teaching for English learners and AVID EXCEL.

$70,000
1. Title III
4. Books and Supplies

$30,440
1. LCFF
2. Title III
1. Certificated Salaries
3. Benefits
4. Books/Supplies
5. Services/Other
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.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$1,664,655</td>
<td>$2,322,344</td>
</tr>
</tbody>
</table>

Our program to deliver services to English Language Learners is operating effectively. Our ELPAC test system is up and running for all English Learners and our staff served on the state advisory committee. Student Reclassifications are up to nearly 10%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The students served are showing academic growth and reduced incidence of discipline as compared to the general population of students. The main target to work on is the expansion of student enrollment in advanced placement and honors courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is little variance

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only change is to expand the capacity of the translation service portion of this goal. We will be adding a translator to the system for 2019-2020...
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP development process includes a cycle starting each fall with a report to all stakeholders regarding the state of the district. This report is given to all town leadership as well as school community stakeholders in two different times. This year the State of the district presentation was held on December 3, 2018. Next, we deployed a survey to all stakeholders in the month of February. This year we have the best parent response percentage that we have ever had. Over 1500 parents participated in the process this year giving us well over the 10% response rate that we have hoped for. There is also a survey for certificated staff and another for classified staff. Participation rates remain high for both groups. Students are surveyed using the Gallup Student Poll in the fall each year. All survey data is analyzed and reported to the District Advisory Committee (DAC), All leadership groups, and District English Language Advisory Committee (DELAC).

The District Advisory Committee serves as the LCAP advisory with representatives from each school site, Foster Youth, Special Education Parents, Low-income families, each employee association, teachers, site administrators, and other community members. Also, the DELAC sends designated officers to each District Advisory meeting as members.

The March 11, 2019 meeting of the DAC/DELAC was our time to present all of the survey data and any other student performance measures and metrics related to the LCAP goals. The team then worked to give input and feedback on each action item for the final year of this three-year plan. The feedback is gathered and has a direct impact on the next stage of the cycle. The feedback this year called for a reduction to certain action items and the request for additional site support. At the May 1, 2019, DAC/DELAC meeting gave an opportunity for the gathered team to review a proposed plan that reflected those priorities and allowed for a consensus process. The team arrived on a unanimous plan and then there was a time for the gathering of questions from the parents and DELAC.

After the final DAC, on May 14, 2019, there was a special Board of Trustees Workshop held for a full discussion of the LCAP priorities from the DAC and DELAC. This workshop provided an open session discussion of the plan and the minor changes requested.

The plan then is posted for wider public review and a public hearing on June 6, 2019. Final Approval is slated for June 13, 2019, at the regularly
scheduled meeting of the Board of Trustees.

In addition, student feedback is also generated through a special student advisory group held this year on September 25, 2018, and February 19, 2019. These gatherings of students from each school allow students to prioritize the LCAP goals, comment on items of importance to them, and give valuable feedback to district leadership and site staff.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Each of the adjustments requested on this final iteration of the 2017-2020 LCAP document can be traced to a direct request from the DAC and DELAC. The entire system is designed to be responsive to the way that this group sees best to accomplish the goals set forth in the state priority areas and our board goals. The reduction in Goal one, action two, and the addition of the two site administrators in goal four, action four all stem from a request from the various groups involved. The process for those changes came about as stakeholders made comments on each action item to suggest revisions, reductions, or other changes. For goal one, action two, the request made by several sites and groups was to reduce the number of days that teachers were pulled from class to attend training. As a result of that request, we pushed more training to summer and also reduced the focus to only those highest value topics and new teachers catch-up training. Further, the District Advisory Committee and DELAC requested the addition of a Bi-Literate translator to respond to the needs of the system.

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)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unchanged
Goal 1

To continue to provide access to a high quality and engaging learning experience for all learners to include: Education delivered by highly qualified staff (Staff is inclusive of Teachers and Para-educators) trained in the implementation of the common core state standards; Appropriate instructional materials; support mechanisms for improved instructional quality including induction, professional development and coaching.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Identified Need:

The baseline data for student performance in standardized measures show a need for continued implementation of the math and ELA frameworks and attention to research based instructional strategies. The rates for retirement and the need for new teachers and new teacher training is a cause for continued professional learning and the lack of substitute teachers and the end of the educator effectiveness grant will place pressure on this goal in the second and third years of this plan.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Priority 4 Share of Students determined prepared for college by the Early Assessment Program (EAP) – Math (Average Distance from met standard)

<table>
<thead>
<tr>
<th>Score</th>
<th>Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.4 points below</td>
<td>80 points below</td>
<td>70 points below</td>
<td>60 points below</td>
<td></td>
</tr>
</tbody>
</table>

### Priority 4 Share of Students determined prepared for college by the Early Assessment Program (EAP) – ELA (Average Distance from met standard)

<table>
<thead>
<tr>
<th>Score</th>
<th>Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2 points below</td>
<td>5 points above</td>
<td>7.5 points above</td>
<td>10 points above</td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Priority 4</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on Standardized tests - Smarter Balanced Assessment Consortium - SBAC Math 3-8 (Average Distance from met standard)</td>
<td>55 points below</td>
<td>50 points below</td>
<td>45 points below</td>
<td>40 points below</td>
</tr>
<tr>
<td>Performance on Standardized tests - Smarter Balanced Assessment Consortium - (SBAC) ELA 3-8 (Average Distance from met standard)</td>
<td>21 points below</td>
<td>15 points below</td>
<td>9 points below</td>
<td>3 points below</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Priority 1 - Rate of Teacher Misassignment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Priority 1 Standards Aligned Instructional Materials in every classroom</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Priority 4- Academic Performance Index</td>
<td>Suspended</td>
<td>Suspended</td>
<td>Suspended</td>
<td>Suspended</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 54 of 133
<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>Specific Schools, High Schools- Apple Valley High School, Granite Hills High School</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**
Modified

**2017-18 Actions/Services**
Provide Instructional coaching at the high school level for mathematics, language arts, science, special education and other subjects as needed per school site. Coaches may also support in other grade levels at feeder schools. (previously 2.06)

**Select from New, Modified, or Unchanged for 2018-19**
Modified

**2018-19 Actions/Services**
Provide Instructional coaching at the high school level for mathematics, language arts, science, special education and other subjects as needed per school site. Coaches may also support in other grade levels at feeder schools.

**Select from New, Modified, or Unchanged for 2019-20**
Modified

**2019-20 Actions/Services**
Provide Instructional coaching at the high school level for mathematics, language arts, science, special education and other subjects as needed per school site. Coaches may also support in other grade levels at feeder schools.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$565,000</td>
<td>$553,911</td>
<td>$531,033</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$1,250,000</td>
<td>$1,025,000</td>
<td>$1,104,522</td>
</tr>
</tbody>
</table>
| **Source** | 1. LCFF  
2. Title II  
3. Educator Effectiveness | 1. LCFF  
2. Title II | 1. Title II  
2. Classified Prof Dev.  
3. Low Perf. BG |

### 2017-18 Actions/Services
Provide release time for staff and related costs to attend training to continue to build expertise in instructional strategies to implement the CCSS, support AVID, and implement NGSS and the required funding to evaluate and adopt high quality materials. Also, to continue to support the induction process for new teachers and make continued progress toward keeping a fully credentialed teacher in every classroom.

### 2018-19 Actions/Services
Provide release time for staff and related costs to attend training to continue to build expertise in instructional strategies to implement the CCSS, support AVID, and implement NGSS and the required funding to evaluate and adopt high quality materials. Also, to continue to support the induction process for new teachers and make continued progress toward keeping a fully credentialed teacher in every classroom.

### 2019-20 Actions/Services
Provide release time for staff and related costs to attend training to continue to build expertise in instructional strategies to implement the CCSS, support AVID, and implement NGSS and the required funding to evaluate and adopt high quality materials. Also, to continue to support the induction process for new teachers and make continued progress toward keeping a fully credentialed teacher in every classroom.
### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| **Budget Reference** | 1. Certificated Salaries  
2. Classified Salaries  
2. Classified Salaries  
3. Benefits  
2. Classified Salaries  
3. Benefits  
4. Books/Supplies |

### OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified |

Select from New, Modified, or Unchanged for 2018-19

| Modified |

Select from New, Modified, or Unchanged for 2019-20

| Modified |
2017-18 Actions/Services
Add instructional coaching to facilitate intervention programs in Math and Language arts at every school site for students to receive services at the moment of identification. (previously 2.02)

2018-19 Actions/Services
Add instructional coaching to facilitate intervention programs in Math and Language arts at every school site for students to receive services at the moment of identification.

2019-20 Actions/Services
Add instructional coaching to facilitate intervention programs in Math and Language arts at every school site for students to receive services at the moment of identification.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,300,000</td>
<td>$1,494,157</td>
<td>$1,739,490</td>
</tr>
<tr>
<td>Source</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
</tbody>
</table>

Action #4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for staff to fully utilize available instructional technology. This may include local coaching provided from peers, professional development opportunities, and conferences</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for staff to fully utilize available instructional technology. This may include local coaching provided from peers, professional development opportunities, and conferences</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for staff to fully utilize available instructional technology. This may include local coaching provided from peers, professional development opportunities, and conferences</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$400,000</td>
<td>$440,000</td>
<td>$672,000</td>
</tr>
</tbody>
</table>
### Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>Specific Grade spans, Elementary and Middle Grades</td>
</tr>
</tbody>
</table>
### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**
- Modified

**2017-18 Actions/Services**
Identify, train and prepare grade 4-8 STEAM coaches to begin in coaching capacity fulltime in 2017/2018 school year. And make funds available to build and staff maker spaces. (previously 1.08)

**Select from New, Modified, or Unchanged for 2018-19**
- Modified

**2018-19 Actions/Services**
Maintain two 4-8 STEAM coaches for the 2018/2019 school year. And make funds available to build and staff maker spaces.

**Select from New, Modified, or Unchanged for 2019-20**
- Modified

**2019-20 Actions/Services**
Maintain two 4-8 STEAM coaches for the 2019/2020 school year. And make funds available to build and staff maker spaces.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$364,416</td>
<td>$410,734</td>
<td>$316,286</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. Title I</td>
<td>1. Title I</td>
<td>1. LCFF</td>
</tr>
</tbody>
</table>

1. Title I
2. Title I
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

9/12/2019
Goal 2

To continue to provide access to a high quality and engaging 21st century learning experience for all learners to include a focus on college and career readiness and the four Cs: Collaboration, Creativity, Critical Thinking and Communication

State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 5, 6, 8

**Local Priorities:** Student Engagement and participation in leadership activities as measured by participation in Career and Technical Student Organizations, a requirement of the Career Technical Education Incentive Grant and highly esteemed local value.

**Identified Need:**

Student Engagement and student success is correlated in our schools. The need addressed in this goal is to continue to raise student engagement with high impact programs and the appropriate use of technology. The initial data for AVUSD college readiness shows only 19.9% of the class of 2014 prepared by the state measure. This is cause for increased analysis of where the gaps in the preparation exist.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 64 of 133
<table>
<thead>
<tr>
<th>Priority 5- Measure of High School Graduation Rates</th>
<th>87.7%</th>
<th>88%</th>
<th>89%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2</td>
<td>15.5%</td>
<td>17%</td>
<td>20%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Implementation of the CTE standards by the measure of CTE pathway completers- Also priority 4 percentage of students who complete programs of study that align with state board approved CTE standards and frameworks and section G which mentions any subsequent measure of college readiness which now includes CTE pathway completion as one.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Readiness by state definition and priority 8 for courses of study in CTE</td>
<td>component of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>one of the areas defined in Education Code section 51220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 8- Local measure of leadership development-CTSO participation</td>
<td>900</td>
<td>900</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>Priority 1 Chromebook usage as a method to provide access to the curriculum</td>
<td>77% weekly</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Priority 6 survey of connectedness-Gallup Survey Data- Engagement Grand mean (student measure) (5 point scale)</td>
<td>3.84</td>
<td>4.00</td>
<td>4.15</td>
<td>4.30</td>
</tr>
<tr>
<td>Priority 4- Percentage of pupils who have successfully completed courses that satisfy the University of California entrance requirements- A-G Completion</td>
<td>30.9%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Priority 4-Percentage of students who demonstrate college preparedness-College</td>
<td>19.9% (class of 2014)</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>Readiness as measured by the CDE &quot;% prepared&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 4-Percentage of students who demonstrate college preparedness-College</td>
<td>16.5%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Readiness CDE % approaching prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students to be Served</td>
<td>Scope of Services:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Foster Youth, Low Income</td>
<td>LEA-Wide</td>
</tr>
</tbody>
</table>

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**New**

### 2017-18 Actions/Services

Technology infrastructure and wireless connectivity to support new devices and student access as well as device acquisition, repair, and the classified staff to maintain functionality (previously 1.03 and 1.05)

### 2018-19 Actions/Services

Technology infrastructure and wireless connectivity to support new devices and student access as well as device acquisition, repair, and the classified staff to maintain functionality

### 2019-20 Actions/Services

Technology infrastructure and wireless connectivity to support new devices and student access as well as device acquisition, repair, and the classified staff to maintain functionality

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,911,871</td>
<td>$3,372,746</td>
<td>$3,639,901</td>
</tr>
</tbody>
</table>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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 |

### Location(s)

| Specific Grade spans, 7-12 |
### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase staffing in Career and Technical pathways and related academy content areas to allow for any academy or pathway scheduling at the secondary level including, common prep periods, coordinators, student access, and necessary materials/ equipment and training. (Previously goal 1.06)</td>
<td>Increase staffing in Career and Technical pathways and related academy content areas to allow for any academy or pathway scheduling at the secondary level including, common prep periods, coordinators, student access, and necessary materials/ equipment and training. This includes the AVID program which is often funded through site or district Title 1, Consult site-specific Single School Plans for Student Achievement.</td>
<td>Increase staffing in Career and Technical pathways and related academy content areas to allow for any academy or pathway scheduling at the secondary level including, common prep periods, coordinators, student access, and necessary materials/ equipment and training. This includes the AVID program which is often funded through site or district Title 1, Consult site-specific Single School Plans for Student Achievement.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,734,942</td>
<td>$2,288,594</td>
<td>$2,322,344</td>
</tr>
</tbody>
</table>
### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served</strong></th>
<th><strong>Location(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th><strong>Students to be Served</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s)</strong></th>
</tr>
</thead>
</table>
## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

<table>
<thead>
<tr>
<th>New</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

```
Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers- To cover costs for student registrations, travel, materials, uniforms and lodging. (previously 1.07)
```

**Select from New, Modified, or Unchanged for 2018-19**

<table>
<thead>
<tr>
<th>Unchanged</th>
</tr>
</thead>
</table>

**2018-19 Actions/Services**

```
Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers- To cover costs for student registrations, travel, materials, uniforms and lodging. (previously 1.07)
```

**Select from New, Modified, or Unchanged for 2019-20**

<table>
<thead>
<tr>
<th>Modified</th>
</tr>
</thead>
</table>

**2019-20 Actions/Services**

```
Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers- To cover costs for student registrations, travel, materials, uniforms and lodging.
```

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$250,000</td>
<td>$250,000</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td></td>
</tr>
</tbody>
</table>
### Action #4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

- **New**
- **2017-18 Actions/Services**

**Select from New, Modified, or Unchanged for 2018-19**

- **Modified**
- **2018-19 Actions/Services**

**Select from New, Modified, or Unchanged for 2019-20**

- **Modified**
- **2019-20 Actions/Services**
Music program. Additional staffing and funds for instruments and other related needs to bring music program to students. (Previously 1.11 was limited to elementary)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$750,000</td>
<td>$646,731</td>
<td>$693,694</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Title 1</td>
<td>2. Title</td>
</tr>
</tbody>
</table>

Further, various programs. (previously goal 2.03)
Goal 3

Multi-Tiered Systems of Support: Interventions to support positive student growth and development academically, behaviorally, and emotionally. Maintain a positive school climate with parents and staff working together for the betterment of all children in the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: Efforts to seek Parent input- Via survey and other feedback

Identified Need:

As mentioned above, the stakeholder engagement process allowed each group to analyze data from various sources including the California School Dashboard and the LCFF Evaluation system helped to highlight a need for a coordinated approach to student interventions in all areas. The academic data, suspension rates, and the increased frequency of student crisis on campus over the last three years suggests a tie to each of these stresses. The need for an overall goal of a coordinated and multi-tiered support structure is supported by the baseline data below. Early success in the schools implementing the PBIS program helped the DAC to see the value in this broad approach to student support.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Priority 7- Access to the be able to be successful in all course content by virtue of Reading at grade level at the start of 3rd grade % proficient and advanced by Lexile. Reading at grade level will provide student access and enrollment in all required areas of study.

<p>| 59% | 65% | 70% | 70% |</p>
<table>
<thead>
<tr>
<th>Priority 4- Pupil performance on statewide assessments</th>
<th>122.7 points below</th>
<th>110 points below</th>
<th>100 points below</th>
<th>90 points below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4- Pupil performance on statewide assessments ELA 3-8 Subgroups: Students with Disabilities (average distance from met standard)</td>
<td>90.1 points below</td>
<td>83 points below</td>
<td>76 points below</td>
<td>69 points below</td>
</tr>
<tr>
<td>Priority 4- Student Performance as measured by Reading Level Growth 3rd grade by Lexile- Mid-year gain</td>
<td>136 lexile gain by Mid-year (615 students with two tests)</td>
<td>220 Points annual growth</td>
<td>220 Points annual growth</td>
<td>220 Points annual growth</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Priority 5- Chronic Absenteeism</td>
<td>14.8%</td>
<td>13%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Priority 6 School Climate Survey-Parents feeling of respect- (average on scale of 1-4) and Priority 3- Parent involvement</td>
<td>3.46</td>
<td>3.50 (equal numbers agree and strongly agree)</td>
<td>3.55</td>
<td>3.60</td>
</tr>
<tr>
<td>Priority 6 School Climate Survey-Parents General Satisfaction and Priority 3- Parent involvement</td>
<td>3.36</td>
<td>3.40</td>
<td>3.45</td>
<td>3.50</td>
</tr>
<tr>
<td>Priority 5-Foster Youth graduation rate</td>
<td>73.7%</td>
<td>75%</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Priority 8 Summer School Credit attainment- units Earned</td>
<td>6220</td>
<td>6000</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>Priority 6 School Climate as measured by Suspension Rates-All</td>
<td>7.2%</td>
<td>6.8%</td>
<td>6.4%</td>
<td>6%</td>
</tr>
</tbody>
</table>
### Priority 6 School Climate as measured by Suspension Rates

<table>
<thead>
<tr>
<th>Priority 6 School Climate as measured by Suspension Rates-Students with Disabilities</th>
<th>15.2%</th>
<th>14.0%</th>
<th>10%</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6 School Climate as measured by Suspension Rates-African American Students</td>
<td>14.8%</td>
<td>13%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Priority 6 School Climate as measured by Expulsion Total #</td>
<td>80</td>
<td>75</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>Priority 5 High School Drop-out Rate</td>
<td>1.9%</td>
<td>1.5%</td>
<td>1.25%</td>
<td>1%</td>
</tr>
<tr>
<td>Priority 5 Middle School Drop-out rate</td>
<td>12 total drop outs</td>
<td>0</td>
<td>0</td>
<td>0 drop outs</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------</td>
<td>---</td>
<td>---</td>
<td>-------------</td>
</tr>
<tr>
<td>Priority 7 intervention results for students with exceptional needs as measured by the Smarter Balanced Assessment-English Language Arts-Distance from Met Standard-Data here serves as a measure of student access and enrollment in all required areas of study.</td>
<td>94.9 points below (17/18 baseline)</td>
<td>Baseline- 94.9 Points below</td>
<td>90 points below</td>
<td>80 points below</td>
</tr>
</tbody>
</table>
Priority 7 intervention results for students with exceptional needs as measured by the Smarter Balanced Assessment-Math-Distance from Met Standard

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action #1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served

| Foster Youth, Low Income |

### Scope of Services:

| LEA-Wide |

### Location(s)

| Specific Schools, Services will be housed at Granite Hills High School, Yucca Loma, Sandia, and Phoenix Academy and serve all families in those regions |

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

| Modified |

**2017-18 Actions/Services**

Maintain 4 family resource centers to be sure that there is regional support for families in all areas of the district including support for volunteers to be fingerprinted. (combination of 3.01, 3.03 and 3.04)

**Select from New, Modified, or Unchanged for 2018-19**

| Modified |

**2018-19 Actions/Services**

Maintain 4 family resource centers to be sure that there is regional support for families in all areas of the district including support for volunteers to be fingerprinted.

**Select from New, Modified, or Unchanged for 2019-20**

| Modified |

**2019-20 Actions/Services**

Maintain 4 family resource centers to be sure that there is regional support for families in all areas of the district including support for volunteers to be fingerprinted.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$350,725</td>
<td>$303,002</td>
<td>$290,557</td>
</tr>
</tbody>
</table>
### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged
## 2017-18 Actions/Services

Deploy a community outreach and media specialist to act in the role of communications and public relations. Item will include costs related to production of communication materials, media, and tools.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$155,864</td>
<td>$121,125</td>
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<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
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</table>

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**Action #3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<thead>
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<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
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<td>N/A</td>
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</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Provide a research based reading and math intervention program at the 4-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program. (previously 2.01)

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Provide a research based reading and math intervention program at the 4-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Provide a research based reading and math intervention program at the 4-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program
### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Location(s)</th>
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<tbody>
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</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Budgeted Expenditures

<table>
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<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>$2,640,790</td>
<td>$2,577,589</td>
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<td>1. LCFF</td>
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<td></td>
<td>2. Title I</td>
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<tr>
<td></td>
<td>2. Classified Salaries</td>
<td>2. Classified Salaries</td>
<td>2. Classified Salaries</td>
</tr>
</tbody>
</table>

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9/12/2019
## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

<table>
<thead>
<tr>
<th>New</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action. (previously 1.09)

**Select from New, Modified, or Unchanged for 2018-19**

<table>
<thead>
<tr>
<th>Modified</th>
</tr>
</thead>
</table>

**2018-19 Actions/Services**

Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action.

**Select from New, Modified, or Unchanged for 2019-20**

<table>
<thead>
<tr>
<th>Modified</th>
</tr>
</thead>
</table>

**2019-20 Actions/Services**

Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners, Foster Youth, Low Income</strong></td>
<td>LEA-Wide</td>
<td>Specific Schools, Apple Valley High School and Granite Hills High School</td>
<td></td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2017-18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action. (previously 1.09)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2018-19</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2018-19 Actions/Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Select from New, Modified, or Unchanged for 2019-20</strong></td>
<td></td>
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<tr>
<td>Modified</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>2019-20 Actions/Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges and other post secondary options will be purchased to support this action.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools
# Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release time, training, and support for school leadership teams to attend and implement the Positive Behavior Intervention Support program, restorative justice programs, trauma-informed instruction training, or related program to improve school climate and reduce incidences of student discipline infractions. In addition, a dedicated support position to coordinate child welfare and attendance, positive behavior intervention support program, student discipline as well as to connect families to relevant services.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release time, training, and support for school leadership teams to attend and implement the Positive Behavior Intervention Support program, restorative justice programs, trauma-informed instruction training, or related program to improve school climate and reduce incidences of student discipline infractions. In addition, a dedicated support position to coordinate child welfare and attendance, positive behavior intervention support program, student discipline as well as to connect families to relevant services.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release time, training, and support for school leadership teams to attend and implement the Positive Behavior Intervention Support program, restorative justice programs, trauma-informed instruction training, or related program to improve school climate and reduce incidences of student discipline infractions. In addition, a dedicated support position to coordinate child welfare and attendance, positive behavior intervention support program, student discipline as well as to connect families to relevant services.</td>
</tr>
</tbody>
</table>

# Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served** | **Scope of Services:** | **Location(s)** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

Hire counselors to provide academic, social and career guidance counseling to students in need, particularly foster youth and students with other risk factors.

#### 2018-19 Actions/Services

Hire counselors to provide academic, social and career guidance counseling to students in need, particularly foster youth.

#### 2019-20 Actions/Services

Hire counselors to provide academic, social and career guidance counseling to students in need, particularly foster youth.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$250,000</td>
<td>$451,507</td>
<td>$862,083</td>
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<td>1. LCFF</td>
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<tr>
<td></td>
<td>2. Title I</td>
<td>2. Title I</td>
<td>2. Title I</td>
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</tbody>
</table>
Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Specific Schools, High Schools and District Office</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged

Select from New, Modified, or Unchanged for 2018-19

- Modified

Select from New, Modified, or Unchanged for 2019-20

- Modified
2017-18 Actions/Services

Maintain the increased clerical support for comprehensive high schools and a central office receptionist to serve the public upon first contact with the system

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Source</td>
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<td>1. LCFF</td>
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</table>
| Budget Reference | 2. Classified Salaries
3. Benefits | 2. Classified Salaries
3. Benefits | 2. Classified Salaries
3. Benefits |

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

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<thead>
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<th>Location(s)</th>
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</thead>
<tbody>
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OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

- Modified

**2017-18 Actions/Services**

Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff. (Previously 2.05)

**Select from New, Modified, or Unchanged for 2018-19**

- Modified

**2018-19 Actions/Services**

Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff

**Select from New, Modified, or Unchanged for 2019-20**

- Modified

**2019-20 Actions/Services**

Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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### Action #9
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
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<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
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</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before and/or after school program offerings at each school site. Action is inclusive of all various after school programs. (previously goal 2.03)</td>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
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</tbody>
</table>

**Budgeted Expenditures**

<table>
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<th>2017-18</th>
<th>2018-19</th>
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| Source | 1. LCFF  
2. 21st Century  
3. ASES | 1. LCFF  
2. 21st Century  
3. ASES | 1. LCFF  
2. Title I  
3. ASES |
### Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
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<td>N/A</td>
</tr>
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</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### 2017-18 Actions/Services

Summer school/summer session offerings to reduce the negative impact of summer losses of learning for all students, but most significantly for SED children, ELL and Foster Youth. (previously action 2.04)

### 2018-19 Actions/Services

Summer school/summer session offerings to reduce the negative impact of summer losses of learning for all students, but most significantly for SED children, ELL and Foster Youth. (previously action 2.04)

### 2019-20 Actions/Services

Summer school/summer session offerings to reduce the negative impact of summer losses of learning for all students, but most significantly for SED children, ELL and Foster Youth.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
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<td>LCFF</td>
<td>LCFF</td>
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<td>Budget Reference</td>
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<td>Certificated Salaries</td>
<td>Certificated Salaries</td>
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<tr>
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<td>Classified Salaries</td>
<td>Classified Salaries</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td></td>
<td>Benefits</td>
<td>Benefits</td>
<td>Benefits</td>
</tr>
<tr>
<td></td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
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<td></td>
<td>Services/Other</td>
<td>Services/Other</td>
<td>Services/Other</td>
</tr>
</tbody>
</table>

### Action #11

Page 101 of 133
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

- **New**

**2017-18 Actions/Services**

Program coordination to include a database analyst (classified) position and increased site program and assessment coordination including required support for database integration.

**Select from New, Modified, or Unchanged for 2018-19**

- **Modified**

**2018-19 Actions/Services**

Program coordination to include a database analyst (classified) position and increased site program and assessment coordination including required support for database integration.

**Select from New, Modified, or Unchanged for 2019-20**

- **Modified**

**2019-20 Actions/Services**

Program coordination to include a database analyst (classified) position and increased site program and assessment coordination including required support for database integration.

**Budgeted Expenditures**
2017-18 2018-19 2019-20

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

### Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
## Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services
- Class-Size reduction in grades TK-3

### 2018-19 Actions/Services
- Class-Size reduction in grades TK-3

### 2019-20 Actions/Services
- Class-Size reduction in grades TK-3

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$3,615,202</td>
<td>$3,704,545</td>
<td>$4,052,552</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
</tbody>
</table>
Goal 4

Continue to provide Basic Services: Maintain facilities in good repair, provide a safe and secure learning environment, and provide transportation beyond the required minimum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Identified Need:

The local climate survey data, although good, is not yet to the target of an average score of 3.5. That would indicate that the respondents averaged a response of either Agree or Strongly Agree that the campus he or she is associated with is safe and well-maintained. The anecdotal responses of the Superintendent’s Student Advisory Panel suggest that school maintenance is an important point of pride and concern. We look forward to positive results from that group and the DAC realizes that well-maintained facilities lead to an environment of student success.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 6 School Climate Survey- All stakeholders</td>
<td>Parents-3.47</td>
<td>All groups- 3.5</td>
<td>All groups- 3.5</td>
<td>All groups- 3.5</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>School is safe (4 point scale)</td>
<td>Classified- 3.30</td>
<td>Certificated- 3.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 1 Basic Services- School Climate Survey- All stakeholders: School is well maintained</th>
<th>Parents-3.45</th>
<th>All groups- 3.5</th>
<th>All groups- 3.5</th>
<th>All groups- 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classified- 3.25</td>
<td>Certificated- 3.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 5 overall district Attendance Rates</th>
<th>94.68</th>
<th>95%</th>
<th>95%</th>
<th>95%</th>
</tr>
</thead>
</table>

| Priority 6 School Climate as measured by Suspension Rates- All | 7.2% | 6.8% | 6.4% | 6% |
### Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

---

<table>
<thead>
<tr>
<th>Priority 6 School</th>
<th>Priority 1 Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate as measured by Suspension Rates-Students with Disabilities</td>
<td>Site Inspection Tool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6 School</td>
<td>15.2%</td>
<td>14.0%</td>
<td>10%</td>
</tr>
<tr>
<td>Climate as measured by Suspension Rates-African Americans</td>
<td>14.8%</td>
<td>13%</td>
<td>11%</td>
</tr>
</tbody>
</table>

| | 2017-18 |
|---|
| Priority 1 Williams Site Inspection Tool | Facilities in Good Repair |

| | 2017-18 |
|---|
| Priority 6 School Climate as measured by Suspension Rates-African Americans | Facilities in Good Repair |

### Priority 1 Williams Site Inspection Tool

- **Facilities in Good Repair**

**Priority 6 School Climate as measured by Suspension Rates-African Americans**

- **Facilities in Good Repair**

---

**Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers**
To cover costs for 2017-18, 2018-19, and 2019-20.

- **New**
- **Modified**
- **Unchanged**

**Baseline**

- **1.5%**

**Amount**

- **$500,000**
- **$250,000**

**Year**

- **2017-18**
- **2018-19**
- **2019-20**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **Certificate Interruption Counseling:**
  - **90.1%**
  - **95%**
  - **95%**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Support for school leadership teams to enact interventions and schedule changes (opportunity for additional days of per-**
  - **6.4%**
  - **6.4%**

**Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers**
To cover costs for 2017-18, 2018-19, and 2019-20.

- **New**
- **Modified**
- **Unchanged**

**Baseline**

- **1.1%**

**Amount**

- **$612,176**
- **$2,577,589**

**Year**

- **2017-18**
- **2018-19**
- **2019-20**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **2.04)**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Increased supervision and security**
  - **Unchanged**
  - **Modified**

**State Priorities:**

- **Priority 4—English Language Learners and their families.**
  - **Increased**
  - **Unchanged**

**District Attendance**

- **New**
- **Modified**
- **Unchanged**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Increased**
- **Unchanged**
- **Modified**

**Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers**
To cover costs for 2017-18, 2018-19, and 2019-20.

- **New**
- **Modified**
- **Unchanged**

**Baseline**

- **1.1%**

**Amount**

- **$612,176**
- **$2,577,589**

**Year**

- **2017-18**
- **2018-19**
- **2019-20**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **2.04)**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Increased**
- **Unchanged**
- **Modified**

**Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers**
To cover costs for 2017-18, 2018-19, and 2019-20.

- **New**
- **Modified**
- **Unchanged**

**Baseline**

- **1.1%**

**Amount**

- **$612,176**
- **$2,577,589**

**Year**

- **2017-18**
- **2018-19**
- **2019-20**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **2.04)**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Increased**
- **Unchanged**
- **Modified**

---

**Priority 1 Williams Site Inspection Tool**

- **Facilities in Good Repair**

**Priority 6 School Climate as measured by Suspension Rates-African Americans**

- **Facilities in Good Repair**

**Priority 6 School Climate as measured by Suspension Rates-Students with Disabilities**

- **Facilities in Good Repair**

---

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action #1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

#### Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain facilities in good repair by providing supplementary Deferred and Routine maintenance in reaction to public priorities</td>
</tr>
</tbody>
</table>

#### Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain facilities in good repair by providing supplementary Deferred and Routine maintenance in reaction to public priorities</td>
</tr>
</tbody>
</table>

#### Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintain facilities in good repair by providing supplementary Deferred and Routine maintenance in reaction to public priorities</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$542,635</td>
<td>$612,176</td>
<td>$693,694</td>
</tr>
</tbody>
</table>

**Note:**
- **LCFF** (Local Control Funding Formula) refers to the primary funding source for California schools.
- The 2018-19 budgeted expenditures include modifications to previously planned actions, with an emphasis on increased services and support for Career Technical Student Organizations as a pathway to STEAM content courses and careers. The focus is on covering the costs for 2017-18 and planning for 2018-19 with an increased budget. The need for coordinated and multi-tiered support is supported by baseline data, indicating a focus on improving school climate and supporting students who are performing below grade level.
### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Specific Schools, Elementary &amp; Middle Schools K-8</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Install and maintain security camera system at the TK-8 schools

Select from New, Modified, or Unchanged for 2018-19

Modified

Install and maintain security camera system at the TK-8 schools; District Wide VOIP Telephone System installation.

Select from New, Modified, or Unchanged for 2019-20

Modified

Install and maintain security camera system at the TK-8 schools; District Wide VOIP Telephone System installation.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$350,000</td>
<td>$1,002,000</td>
<td>$500,000</td>
</tr>
<tr>
<td>Source</td>
<td>1. LCFF (fund 40)</td>
<td>1. LCFF (fund 40)</td>
<td>1. Fund 40</td>
</tr>
</tbody>
</table>

**Action #3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**
- Modified

**2017-18 Actions/Services**
- Provide bussing with a maximum walk distance of 3.0 miles actual walk at the high school level, 2.0 miles at the TK-8 level. (previously 1.10 and limited)

**Select from New, Modified, or Unchanged for 2018-19**
- Modified

**2018-19 Actions/Services**
- Provide bussing with a maximum walk distance of 3.0 miles actual walk at the high school level, 2.0 miles at the TK-8 level.

**Select from New, Modified, or Unchanged for 2019-20**
- Modified

**2019-20 Actions/Services**
- Provide bussing with a maximum walk distance of 3.0 miles actual walk at the high school level, 2.0 miles at the TK-8 level.

**Budgeted Expenditures**
### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**
- Unchanged

### 2017-18 Actions/Services
- Increased supervision and security measures at school sites. Includes police officers, deans, Campus Security and Proctors depending upon site need.

**Select from New, Modified, or Unchanged for 2018-19**
- Modified

### 2018-19 Actions/Services
- Increased supervision and security measures at school sites. Includes police officers, deans, Campus Security and Proctors depending upon site need.

**Select from New, Modified, or Unchanged for 2019-20**
- Modified

### 2019-20 Actions/Services
- Increased supervision and security measures at school sites. Includes police officers, deans, Campus Security and Proctors depending upon site need. Includes the addition of two elementary principals thereby giving each K-8 site at least one full-time co-administrator per the DAC request.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$3,876,120</td>
<td>$4,841,720</td>
<td>$5,076,579</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. LCFF</td>
<td>1. LCFF&lt;br&gt;2. Lottery&lt;br&gt;3. Title I</td>
<td>1. LCFF&lt;br&gt;2. Lottery</td>
</tr>
</tbody>
</table>
## Budget Reference

|-------------------------|-----------------------|-------------|----------------------|-----------------|-----------------|
**Goal 5**

To continue current instructional support for structured language development, and effective programs to identify, assess, support and serve English Language Learners and their families.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 4, 5, 6, 7

**Local Priorities:**

**Identified Need:**

The student performance data regarding English Learner Progress was mixed this year. Graduation rates are climbing to the point that they now exceed the English Only group, however, the percentage of students making progress on the CELDT is low at 66.9% and requires careful attention to keep from creating Long Term English Learners. The baseline data below suggests needs for careful analysis of the ELD program. At the same time this year AVUSD hosted a team from the California Department of Education who came to audit federal programs including title 3 funds targeting English Learners. This audit yielded several key recommendations that are now part of the LCAP and Title 3 plan. Those items include: training for teachers to identify the needs of English Learners and to employ appropriate strategies to help students make gains and a plan to evaluate and adopt curriculum to serve EL students.

**Expected Annual Measureable Outcomes**
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4 English Learner reclassifications change to rate (August 2019)-</td>
<td>76- Number for 2017- Rate was 5.7%</td>
<td>100</td>
<td>100</td>
<td>Rate target is 10% (134 students)</td>
</tr>
<tr>
<td>Priority 2 Enable English Learners to access and demonstrate mastery of the state standards as measured by SBAC math 3-8 Subgroup: English Learners (average distance from met)</td>
<td>76.6 points below</td>
<td>70 points below</td>
<td>65 points below</td>
<td>60 points below</td>
</tr>
<tr>
<td>Priority 4 Enable English Learners to access and demonstrate mastery of the state standards as measured by SBAC ELA 3-8</td>
<td>45.3 points below</td>
<td>33 points below</td>
<td>28 points below</td>
<td>23 points below</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Priority 5 English Learner Graduation Rate</td>
<td>90.1%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Priority 4- English Learner progress on the CELDT and then ELPAC exam as defined by the dashboard</td>
<td>66.9%</td>
<td>72%</td>
<td>75%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Priority 6- Suspension Rate- English Learners  
5.1% 4.5% 4% 3.5%

Priority 7 English Learner Enrollment in Advanced Placement, honors and College prep course- A-G rate  
2.9% 5% 7% 10%

Priority 6 school climate Parent Survey Responses to Overall Satisfaction (4pt scale)  
3.36 3.40 3.45 3.50

Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Bilingual para-educators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts

**2018-19 Actions/Services**

Bilingual para-educators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts

**2019-20 Actions/Services**

Bilingual para-educators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts

**Budgeted Expenditures**

Page 119 of 133
### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services
### 2017-18 Actions/Services

Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly para-educator training and required materials. Includes para-educator in support of parent outreach courses.

### 2018-19 Actions/Services

Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly para-educator training and required materials. Includes para-educator in support of parent outreach courses.

### 2019-20 Actions/Services

Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly para-educator training and required materials. Includes para-educator in support of parent outreach courses.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$370,650</td>
<td>$351,496</td>
<td>$344,426</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. LCFF 2. Title I 3. Title III</td>
<td>1. LCFF 2. Title I 3. Title III</td>
<td>1. LCFF 2. Title I 3. Title III</td>
</tr>
</tbody>
</table>
Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged

Select from New, Modified, or Unchanged for 2018-19

- Modified

Select from New, Modified, or Unchanged for 2019-20

- Modified
### 2017-18 Actions/Services
Translation services, bi-literate translator for all written documents including IEP's.

### 2018-19 Actions/Services
Translation services, bi-literate translator for all written documents including IEP's.

### 2019-20 Actions/Services
Translation services, bi-literate translator for all written documents including IEP’s. Increased to include the cost for two positions due to increased need.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$78,372</td>
<td>$86,928</td>
<td>$162,869</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. LCFF</td>
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<td>1. LCFF</td>
</tr>
</tbody>
</table>

## Action #4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

- **Unchanged**

**2017-18 Actions/Services**

- Counseling Services, to support: course access, parent communication, appropriate planning, and monitor/support of all identified students.

**Select from New, Modified, or Unchanged for 2018-19**

- **Modified**

**2018-19 Actions/Services**

- Counseling Services, to support: course access, parent communication, appropriate planning, and monitor/support of all identified students.

**Select from New, Modified, or Unchanged for 2019-20**

- **Modified**

**2019-20 Actions/Services**

- Counseling Services, to support: course access, parent communication, appropriate planning, and monitor/support of all identified students.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$240,776</td>
<td>$247,000</td>
<td>$264,696</td>
</tr>
<tr>
<td>Source</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
<td>1. LCFF</td>
</tr>
</tbody>
</table>
### Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| New                  |

Select from New, Modified, or Unchanged for 2018-19

| Modified |

Select from New, Modified, or Unchanged for 2019-20

| Modified |
### 2017-18 Actions/Services

- **ELD instructional materials and training in accordance with findings from state program reviews**

### 2018-19 Actions/Services

- **ELD instructional materials and training in accordance with findings from state program reviews**

### 2019-20 Actions/Services

- **ELD instructional materials and training in accordance with findings from state program reviews**

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>1. Title III</td>
<td>1. Title III</td>
<td>1. Title III</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,379,919</td>
<td>18.98%</td>
</tr>
</tbody>
</table>

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.

The entirety of goal #5 is principally directed to serve the English Learner population of students and their families. This constitutes an increase in the number of instructional staff employed to serve students who are identified as English Learners. This will be an increase in the quantity of service as measured by the ratio of interactions with trained staff. Actions include:

Action 1- Provide Bilingual paraeducators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts.

Action 2- Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly paraeducator training and required materials. Includes paraeducator in support of parent outreach courses.

Action 3- Purchase of additional translation services, and a bi-literate translator for all written documents including IEP’s.

Action 4- English Learning Guidance Counseling Services, to support course access, parent communication, appropriate planning, and
monitor/support of students.
Action 5- Purchase of ELD instructional materials and training in accordance with findings from state program reviews to support students.

The actions of 3.06, the Foster youth counselors are principally directed toward Foster youth across the system so that those students have more frequent one on one interaction and mentorship. This is an increase in quantity and quality of services for those students. They will benefit from extra resources, counseling, and instructional time.

The bulk of the items in goal number three are principally directed to students of poverty and at risk with other factors. In particular actions: 3.03, 3.04, 3.05, and 3.09 will primarily benefit our 69% of students who represent our unduplicated pupils. These are primarily intervention and support programs that support our neediest students in practice. These are improvements in the number of intervention opportunities and access to counselors. Further, the actions in 3.01 for the family centers are targeted for families of socio-economically disadvantaged students in the regions they serve.

Likewise, the first goal, although LEA-wide in scope will primarily benefit the students most in need of excellent first instruction and high-quality teaching.

Finally, action 4.03 is principally directed toward students of poverty who make up the great majority of our bus riding population thereby allowing an improvement in transportation service by reducing the distance that students must walk to school in our area of roads without sidewalks or safe shoulders.

In total, unduplicated students will receive greater than a 21% increase in services via the actions in this plan.

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,938,549</td>
<td>20.37%</td>
</tr>
</tbody>
</table>

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.

The actions in Goal 1, although LEA-wide in scope will primarily benefit the students most in need of excellent first instruction and high-quality teaching. Actions number 1 and 3 of goal #1 speak to instructional coaching which, although will serve all teachers in the system is principally directed toward our students who are performing below grade level, a group almost entirely comprised of students from our unduplicated count. This coaching will be focused on improving instructional quality and effective efficacy which has an enormous effect size (1.57) in the educational research and implications for strong student growth. Specifically, action number 1.03 the instructional coach who will work with all staff to better equip teachers to support students in need who are for our district most commonly our unduplicated pupils at 67%. Likewise, actions 2, 3, and 4 of goal 1 (01.02-01.04) serve to provide training to all staff to better serve students in need of support to attain grade-level mastery and use technology tools that are not present in the lives of our students of greatest need, but required by all students to be digitally proficient. The action 01.05 is funded through federal categorical funds, but also focused on staff training for all students, but primarily intended to benefit our students of poverty who have the least access to science, technology, engineering, and mathematics.

In Goal 2 the actions of 02.02 and 02.04 focused on Career and Technical Programs and Music education are principally directed towards our students who make up our unduplicated pupil count. These programs engage students and connect them to school, provide an alternate pathway to demonstrate skill and keep students connected to the school system.

Goal 3 action 1 is intended for the family centers and are targeted for families of socio-economically disadvantaged students in the regions they serve. They provide the kinds of services that by their nature are supportive and helpful to our unduplicated students and families. This provides clothing, resource connection, parenting classes, and a food bank.

While a few actions and services in goal number three are marked as supporting all students the majority are principally directed to supporting unduplicated students. In particular actions: 3.03, 3.04, 3.05, and 3.09 will primarily benefit our 69% of students who represent our unduplicated pupils. These are primarily intervention and support programs that support our neediest students in practice. These are improvements in the quantity of intervention opportunities and access to counselors.

The actions of 3.06, the Foster youth counselors are targeted for Foster youth across the system so that those students have more frequent one on one interaction and mentorship. This is an increase in quantity and quality of services for those students. They will benefit from extra resources, counseling, and instructional time.
Also, action 03.08 the increase in services to our students with special needs serves a population that is nearly completely comprised of students in our unduplicated group.

The action 10 of Goal 3 is our summer school program, which, although available to all students who demonstrate an academic need, is principally directed to our socioeconomically disadvantaged students who make up nearly 100% of our summer school population each year.

The final action in Goal 3 (03.12) is the class size reduction costs associated with keep grades TK-3 at 24:1. This program allows our teaching staff at those grade levels to provide more focused attention and individual care to students in greatest need. Although provided to all students in those grade spans, the effort is principally directed toward those students who come to school needing the closer attention this provides, our Foster youth, English Learners, and socioeconomically disadvantaged students

Goal 4, Action 4.03, is principally directed toward students of low income/poverty who make up the great majority of our bus riding population. Likewise, action 4 helps to provide a safe and orderly learning environment which is one of the seven correlates of the Effective Schools research.

The entirety of Goal 5 is targeted to serve the English Learner population of students and their families.

Action 1- Provide Bilingual paraeducators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts.

Action 2- Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly paraeducator training and required materials. Includes paraeducator in support of parent outreach courses.

Action 3-Purchase of additional translation services, and a bi-literate translator for all written documents including IEP’s.

Action 4- English Learning Guidance Counseling Services, to support course access, parent communication, appropriate planning, and monitor/support of students.

Action 5- Although this action is supported with federal funds to purchase ELD instructional materials and training in accordance with findings from state program reviews to support students, this action is in alignment with the overall goal.

In total, unduplicated students will receive greater than a 21% increase in services via the actions in this plan.
LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$25,389,557 | 23.54%

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).

The following actions, discussed by goal area, are LEA wide actions that are principally directed to the over 70% of students who comprise the unduplicated count of pupils. The actions will have a majority impact on those students and in some cases are not the type of service that can be restricted from the remaining minority of students.

In goal one, the focus is to provide a high-quality learning environment for all staff. Action number two, high-quality professional learning, is principally directed to all students such that the strategies and programs selected focus on our needs to close the achievement gaps for our subgroups in greatest need in all content areas. Action three provides for instructional coaching at all levels which is a research-proven method to improve teaching and learning. By following the Coaching Impact Cycle as outlined by Jim Knight we have helped to increase teacher efficacy. The great majority of teachers report working with a coach and changing there practice as a result of that work. Finally, action four provides for engaging high-quality digital instruction through the work of technology-focused instructional coaches for students to have access to the future-ready focused curriculum design available in our system. This most impacts those students who do not have access to digital learning tools at home.

All of goal two is principally directed to increase the college and career outcomes for all students. Those students who struggle in those measures are those in our unduplicated population. The first action is related to goal one action four, but in this case, provides the infrastructure and devices to provide students access to digital learning tools. These kind of experiences are most often lacking in our students who are from socio-economically disadvantaged households. Action two is related to expanding the career and college-focused pathways and supports. Also, most notably needed by those students who are from households where college or trade school access has been traditionally limited. Action three supports access to the
state-sanctioned Career and Technical Student Organizations for training and competitions. This access is provided without regard to the ability to pay, fundraise, or travel. Finally, action four allows us to provide a music program to students, most of whom would not take part in any similar activity without a school-provided instrument and instruction.

The bulk of the items in goal number three are principally directed to students of poverty and at-risk with other factors. In particular actions: three, four, five, nine and ten will primarily benefit our 71% of students who represent our unduplicated pupils. These are primarily intervention and support programs that support our neediest students in practice. These are improvements in the number of intervention opportunities and access to counselors. Further, the actions in 3.01 for the family centers are targeted for families of socioeconomically disadvantaged students in the regions they serve. The actions of six, the Foster youth counselors are principally directed toward Foster youth across the system so that those students have more frequent one on one interaction and mentorship. This is an increase in the quantity and quality of services for those students. They will benefit from extra resources, counseling, and instructional time. Action eight is focused on students with special needs, an important sub-group heavily representative of our unduplicated students. Action eleven is a critical component of our evaluation and monitoring process to track the efficacy of each of the goals and actions with a primary lense to focus on those students in greatest need. Finally, class-size reduction allows teachers to focus and intervene with those students who need more time, intensity, or support. These are most often our unduplicated pupils.

Goal four, action three is principally directed toward students of poverty who make up the great majority of our bus riding population thereby allowing an improvement in transportation service by reducing the distance that students must walk to school in our area of roads without sidewalks or safe shoulders. Action four allows for supplemental supervision and administrative support staff to build relationships, mentoring, and intervention programs for students in need.

As in the last plan, the entirety of goal #5 is principally directed to serve the English Learner population of students and their families. This constitutes an increase in the number of instructional staff employed to serve students who are identified as English Learners. This will be an increase in the quantity of service as measured by the ratio of interactions with trained staff. Actions include:
Action 1: Provide Bilingual paraeducators to offer primary language support, instructional support, language folder updates, language testing, and act as translators (verbal) during parent meetings/parent contacts.
Action 2: Director and Teacher on assignment to coordinate ELD program, to include timelines for reclassification, monitor/support, act as school site liaison, provide parent education program and outreach, coordinate ELAC and DELAC, provide monthly paraeducator training and required materials. Includes paraeducator in support of parent outreach courses.
Action 3: Purchase of additional translation services, and two bi­literate translators for all written documents including IEP’s.
<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 4: English Learning Guidance Counseling Services, to support course access, parent communication, appropriate planning, and monitor/support of students.</td>
</tr>
<tr>
<td>Action 5: Purchase of ELD instructional materials and training in accordance with findings from state program reviews to support students.</td>
</tr>
</tbody>
</table>

In total the increase in service quantity and/or quality for unduplicated students will exceed 24%
EXHIBIT 11
The Local Agency Systems Support Office (LASSO) of the California Department of Education (CDE) is in receipt of your request for appeal received on December 6, 2016. You are appealing the Fresno Unified School District’s (District) Decision (Decision) dated November 18, 2016.

I. BACKGROUND

On September 21, 2016, the ACLU (Appellant) submitted a Uniform Complaint Procedure Complaint to the District regarding alleged failures of the District related to its 2015-2016 Local Control and Accountability Plan (LCAP). The District considered the Complaint, and on November 18, 2016, it issued a written decision in which it determined that the District had not violated applicable law and that the requested remedies would not be granted. The ACLU appealed this decision to the CDE on December 6, 2016. On December 7, 2016, the CDE sent a Notice of Appeal letter to the District per California Code of Regulations, Title 5 (5 CCR), Section 4633. On February 6, 2017, the CDE sent a letter to the Appellant and the District indicating it would require additional time to complete its investigation of the Complaint. Following receipt of the District’s Investigation file, the CDE reviewed all material received related to the District’s complaint investigation, applicable laws and the District’s complaint procedures. The CDE finds that the District complied with its complaint procedures.

II. SUMMARY OF COMPLAINT AND DISTRICT DECISION

The Complaint

The Complaint contained the following allegations, summarized by the District in its Decision and restated by the Appellant in the Appeal:
Allegation 1: “The District’s LCAP fails to explain how S&C\(^1\) funds will be ‘principally directed towards, and effective in, meeting the district’s goals for its high-need pupils.’”

The Complaint alleged the District’s description of districtwide and schoolwide actions and services provided in the LCAP are vague, summary statements and do not meet the requirements of the LCAP Template and 5 CCR 15496(b) because the statements do not explain how the expenditures are principally directed toward and effective in meeting the District’s goals for unduplicated pupils. (Attachment A, Complaint, p.3.) The Complaint focused on five actions and related expenditures for which it alleged the District fails to provide the required justification:

- $14.7 million allocated to school sites
- $5.6 million for middle school redesign
- $3.8 million for employee supports
- $5.6 million for bathroom renovations, additional custodians, and maintenance positions
- $7.153 million for various special education programs

(Complaint, p.3-5.) Citing Section 3A of the LCAP Template, the Complaint stated that the District must revise its LCAP to identify and justify each schoolwide and district use of funds and explain how each such use is “principally directed towards, and effective in, meeting the needs of high-needs pupils.” (Complaint, p.5.)

Allegation 2: “The LCAP fails to include data that demonstrates specific outcomes for high-need students in the Annual Update.”

The Complaint alleged that the data in the annual update must be disaggregated by each high-need pupil group in order to help parents and students decipher which programs help high-need students. (Complaint, p.5.)

Allegation 3: “The District fails to offer any meaningful justification for use of S&C funds on police expenditures.”

The Complaint alleged that the District did not adequately describe how the expenditure of supplemental and concentration grant funding on School Site Security Enhancements, including Community and School Resource Officers, and the Fresno Police Department’s Chaplaincy and shot spotter programs, is principally directed toward and effective in meeting the District’s goals for unduplicated pupils. (Complaint p. 5-6.) In this regard, the

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\(^1\) “S&C” is an acronym used by Appellant to reference funding apportioned to the District on the basis of the number and concentration of unduplicated pupils (low income, foster youth and English learners), identified by Appellant as “high-need” pupils. (EC sections 44238.01, 44238.02, 44238.07.)
Complaint stated that the LCAP is unclear as to how the shot spotter program, which may allow better pinpointing of gunfire across the city, will help pupils, and unduplicated pupils in particular. The Complaint also stated the LCAP does not, and likely cannot, provide, the required justification for expenditures for additional police officers. According to the Complaint, in the District, black and Latino students, many of whom meet the unduplicated criteria, are more likely to be arrested or reported to police, with terrible consequences for their futures. (Complaint, p.7-8.)

Requested Remedy: The Complaint requested that the District amend its 2016-2017 LCAP to provide the required justifications for “all districtwide and schoolwide spending of S&C funds and to disaggregate Annual Update data to meaningfully evaluate last year’s use of S&C funds to increase or improve services for high-needs students...”. In addition, the Complaint requested the District “reallocate its proposed S&C funds to enhance school safety and school climate rather than on police expenditures.” (Complaint, p. 8.)

The District’s Decision

Allegation 1: The District determined that its LCAP includes adequate justification for each districtwide use of supplemental and concentration funding. According to the District, statements are included within the actions and services in the goals section of the LCAP. In addition, the District notes that its unduplicated count of English learners, foster youth and students living in poverty exceeds 86%. The District states “86% of students live below the Federal Poverty level" and “[e]ach action taken by the District, regardless of the funding source, must take into account the challenging economic environment of our community.” (Attachment B, Decision, p. 3.) According to the Decision, planned expenditures for 2016-2017, as described in its LCAP, reflect increases over 2015-2016 in the area of services for English learners and foster youth. (Decision, p. 3.) Also, the District notes that “supplemental programs for students with disabilities, outlined in the UCP and funded by supplemental and concentration funds, were not possible prior to this availability of this funding.” The District stated that “[t]hese programs, including specialized preschool programs and early autism screening, provide increased benefits to students living in extreme poverty.” (Decision, p. 3-4.)

Allegation 2: The District concluded that disaggregating data in the Annual Update by high-need pupil group is not required by statute or regulation. However, the Decision points out that the District’s LCAP provides data on 49 different indicators of student success, most of which include information disaggregated into 13 student subgroups. In addition to the data incorporated into the Annual Update portion of its LCAP, the District included all the data in an Appendix A to the LCAP, as a matter of “best practice.” (Decision, p. 4.)

Allegation 3: In its Decision, the District described the shot spotter program in the context of a broader approach to support school site security. In addition to the shot spotter program, the District provided additional crossing guards, additional school community
resource officers, and police chaplain volunteers. According to the Decision, “violent crime in Fresno is significantly higher than the state and national average.” Also, District engagement efforts identified additional security investments as a request of certificated staff. With respect to the “Shot Spotter” device, the District decision stated it is intended to reduce school time disruption at 24 schools with a high propensity for gunfire. (Decision, p. 4.)

Based on its findings, the District determined that the allegations of the Complaint were not substantiated, and that there was no violation of EC Section 42238.07 or 5 CCR 15496 with respect to the District’s 2016-2017 LCAP. (Decision, p. 5.)

III. APPEAL

The Appeal reiterates the allegations of the Complaint. Appellant rejects the Decision’s finding that the LCAP sufficiently justified services provided on a districtwide and schoolwide basis as “principally directed towards, and effective in, meeting the district’s goals for its high-needs students.” (Attachment C, Appeal, p. 2.) The Appeal again focuses on particular services identified in the Complaint. (described above at p. 2.) The Appeal also asserts that the Decision failed to explain why its LCAP Annual Update does not disaggregate data by high-need pupil group. (Appeal, p. 4.) Finally, the Appeal states that the District failed to identify sufficiently how police expenditures are principally directed towards, and effective in, meeting its goals for high-need students. (Appeal, p. 4.) Appellants continue to seek remedies for the alleged violations of law as set forth in their Complaint. (described above at p. 3.)

IV. LEGAL AUTHORITIES

California Education Code sections 44238.01, 42238.02, 42238.07, 52060 – 52077
California Code of Regulations sections 15494 – 15497.5

V. ANALYSIS OF APPEAL

Allegations 1 and 3: The CDE considers and responds to Allegations 1 and 3 together. Both allege that the District LCAP does not justify how supplemental and concentration grant funding for schoolwide or districtwide actions and/or services (services) are principally directed to and effective in meeting the District’s goals for unduplicated students.

The Local Control Funding Formula (LCFF) apportions additional funds to Local Education Agencies (LEAs) on the basis of the number and concentration of unduplicated pupils (low-income, English learner, and foster youth). (EC sections 442238.01, 42238.02.) LEAs are
required to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in the fiscal year in proportion to the additional funding provided. \(\text{EC Section 42238.07; 5 CCR 15496.}\) “To improve services” means to “grow services in quality,” and “to increase services” means to “grow services in quantity.” \(5\text{ CCR 15495(k) and (l).}\) As such, there is no spending requirement; rather, an LEA must demonstrate in its LCAP how the services provided will meet the requirement to increase or improve services for unduplicated students over services provided for all pupils in the LCAP year.\(^2\) The regulations provide the formula for calculating the percentage by which services must be proportionally increased or improved for unduplicated pupils above services provided to all pupils in the fiscal year.\(^3\) \(5\text{ CCR 15496(a)(1)–(8).}\)

The collective set of services described by an LEA that will contribute to meeting the required proportional increase or improvement in services for unduplicated students over services provided to all pupils may include two categories of services:

- Services that are limited to serving one or more unduplicated student group, or
- Services that upgrade the entire educational program of an LEA or a school site(s).

Services of the latter category are referred to as either a schoolwide or an LEA-wide (i.e., districtwide, countywide, or charterwide) service. The LCAP Template applicable to the 2016-2017 year addresses supplemental and concentration grant funding in Section 3.\(^4\) An LEA is required to follow the LCAP Template approved by the State Board of Education (SBE). \(\text{EC sections 52064, 52070.}\) Section 3A of the LCAP Template required the District to identify the amount of its LCFF funds in the LCAP year calculated on the basis of the number and concentration of unduplicated pupils, and to describe how it was expending these funds in the LCAP year, including a description of, and justification for, the use of any funds in a districtwide or schoolwide manner. \(\text{5 CCR 15496.}\) Because the District’s unduplicated pupil enrollment was 88%, the District was required to describe in its LCAP how services provided on a districtwide basis are “principally directed towards” and “effective in” meeting its goals for unduplicated pupils.\(^5\) \(\text{EC Section 42238.07, 5 CCR 15496(b).}\)

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\(^2\) As the District has done in its LCAP, an LEA may choose to refer to LCFF funds as “Base”, “Supplemental” or “Concentration” grant funds at the local level. However, they are not required to do so. An LEA may choose to simply identify the fund source to implement an action or service as LCFF.

\(^3\) Note the requirement is to increase or improve services for unduplicated pupils over services for all pupils \(\text{in the fiscal year for which the LCAP is adopted.}\) \(\text{5 CCR 15496(a).}\) It is not a requirement to increase or improve services from year to year.

\(^4\) This LCAP Template was adopted as \(\text{5 CCR 15497.5.}\) In November 2016, the SBE adopted a new LCAP Template, applicable beginning with the 2017-2018 school year.

\(^5\) Schoolwide services at a school district school with enrollment of unduplicated pupils that is 40 percent or more of its total enrollment must be supported by the same description.
In order to provide the required justification for services provided on a “wide” basis, an LEA must distinguish between services directed toward unduplicated pupils based on that status, and services available to all pupils without regard to their status as unduplicated pupils or not. An LEA describes how a service is principally directed to meeting the LEA’s goals for unduplicated pupils when it explains in its LCAP how it considered factors such as the needs, conditions or circumstances of its unduplicated pupils, and how the service takes these factors into consideration (such as, for example, by the service’s design, content, methods, or location). In addition, the description must explain how the LEA expects the service to support the LEA’s conclusion that the service will be effective to meet the LCAP goals for its unduplicated pupils. When properly explained in the LCAP, it will be apparent how the LEA is acting to increase or improve services for unduplicated pupils, and why it has determined the services identified will be effective to achieve its goals for unduplicated pupils.

CDE reviewed the District’s 2016-2017 LCAP to determine whether it provided the required description of, and justification for, use of supplemental and concentration grant funding on a districtwide or schoolwide basis, focusing on the services challenged in the Complaint and Appeal:

The District’s 2016-17 LCAP Section 3A identifies $154.3 million as the amount of funds calculated on the basis of the number and concentration of unduplicated pupils. (Attachment D, District 2016-2017 LCAP.) It further states that “Supplemental and Concentration fund expenditures are itemized in Section 2” of the LCAP, and that “[a]ll actions and expenditures were developed based on an analysis of data, input from our stakeholders, and the needs of our unduplicated population in mind, and that “[d]ue to this high risk population, the actions below, and described in section 2, are being implemented school wide or district wide.” (2016-2017 LCAP Section 3A, p. 181 of 185.) Section 3A lists 49 actions, identified numerically to correspond to their respective locations in Section 2 of the LCAP.

Section 3A of the District’s LCAP also states that district and school site leadership have access to current data using the “School Quality Improvement Index (SQII)”, and the SQII is used by district “leaders to identify schools with the most need and site leaders use SQII to identify school wide and individual student need. Using the SQII tool the District is able to allocate services that are principally directed towards, and are effective in meeting the District’s goals for its unduplicated pupils…” Finally, Section 3A states “[a]ll districtwide and schoolwide actions and services have been developed based upon the needs of unduplicated students, but will serve the needs of all students as well.”

In Section 3B, the District identified 29.57% as the percentage by which it was required to increase or improve services for unduplicated pupils in the LCAP year as compared to services for all pupils. As noted above, Section 3B required the District to demonstrate how it met this requirement to proportionately increase or improve the services for unduplicated
pupils. Section 3B states “the proportionality percentage is met by expending Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as demonstrated and detailed in section 2 of the LCAP plan.” (2016-2017 LCAP Section 3B, p. 183 of 185.)

With respect to Section 3A, the CDE finds the LCAP enumerates in summary fashion “Supplemental and Concentration fund expenditures” and indicates that actions enumerated are being provided on a districtwide or schoolwide basis due to its unduplicated student population of 88% (described as a high risk population.) There is no description of how the use of funds proposed are “principally directed towards” and “effective in” meeting its goals for unduplicated pupils. The LCAP statement that the District “had the needs of our unduplicated population in mind” is a conclusory statement that fails to provide the required description.

The reference to the use of SQII tool to “allocate services that are principally directed towards, and are effective in, meeting the District’s goals for its unduplicated as measured by the required metrics” is not associated with any particular action or service in the LCAP. The statement lacks sufficient information to constitute a description of and justification for how a districtwide or schoolwide service is “principally directed towards” and “effective in” meeting its goals for unduplicated pupils.

CDE also notes that the District references its 88% unduplicated pupil enrollment as a reason it provides actions on a districtwide or schoolwide basis. However, while a high unduplicated pupil percentage may be a reason to offer a majority of services directed toward increasing or improving services for unduplicated pupils on a “wide” basis, by itself it does not provide a sufficient explanation of how such services are principally directed towards unduplicated students. Thus, based on the above, Section 3A, standing alone, does not provide adequate description and justification of services provided on a districtwide and schoolwide basis.

CDE also reviewed the descriptions of the particular districtwide and schoolwide services in the 2016-2017 LCAP, Section 2, for which Appellant alleged the District failed to provide the required justification. (see the list above at p. 2.) The District response to the Complaint states that additional clarifying language was incorporated into the LCAP following meeting with Appellate to address concerns.

Appellant challenges the description associated with districtwide Action #48 (Goal 5), “School Site Allocations to be prioritized by each School’s Site Council.” (2016-2017 LCAP Section 2, p. 117.) Budgeted expenditures are $19.8 million ($14.7 million LCFF Sup and Con) and $5.1 million Title 1 (there is also additional reference to these site allocations

6 The abbreviation “Sup and Con” is as it appears in the District’s LCAP, and CDE understands it to be a reference to funding apportioned on the basis of the number and the concentration of unduplicated pupils.
being combined with “EL investments” for a total of $26 million.) The action is described as follows:

- “Supplemental materials and technology
- Academic interventions and supports
- Supplemental counseling services
- Staff for attendance support
- Parent involvement
- Psychological services
- Bilingual office staff
- Each school was required to evaluate data on low income, English learner and foster youth student populations, as well as other subgroups, to create plans focused on addressing the needs of those groups
- Site personnel worked with School Site Councils to incorporate feedback and revise plans
- Developing a site-based plan for English learners is a requirement of this process"

The associated identified need for Goal #5 is “each school needs a Single Plan for Student Achievement (SPSA) that is aligned with school goals for improving student achievement and is based on school site data (AR 0420).” By review of the materials submitted in connection with this appeal, it appears the District added further explanation to this action based on communications with Appellant (the last bullets above). The additional material assists to some extent in providing the required justification. However, because the description states that the sites were to direct plans focused on the needs of low income, English learner and foster youth student populations, as well as other subgroups, it is not possible to definitely conclude that the action is “principally directed towards” unduplicated pupils. In addition, the description lacks sufficient information describing how the actions are “effective in” meeting goals for unduplicated pupils, as required for districtwide actions. Thus, the requirements of 5 CCR 15496(b) and the LCAP Template are not met with regard to Action #48.

Action #5, “Maintain Middle School Redesign,” (LCAP Section 2 p. 24) is also challenged. This action is associated with Goal #1 (“All students will excel in reading, writing and math”), and is budgeted $5.6 million (LCFF Sup and Con). It is schoolwide at district middle schools. The LCAP states:

- “Initiated in 2013-2014
- ensures all students have access to electives as well as core classes
• Allows teachers, teaching the same subjects, to have a common preparation time

• PLUS teams (Professional Learning Updraft System) added to ensure direct instruction to students when teachers attend professional learning or collaboration days.

• This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students as teams allow for no loss of instructional time while teachers are attending professional learning or collaboration days. Loss of instructional time unfairly impacts high-need students."

From the LCAP description of Action #5, it is not possible to adequately understand what the “Middle School Redesign” consists of and how the various actions described are related, if at all, and how the budget expenditure is associated with the components. One aspect appears to give all students access to electives. There is no explanation offered as to how this is “principally directed towards” unduplicated pupils. Other aspects are common preparation time and the addition of PLUS teams to ensure pupils direct instruction when teachers attend professional development or collaboration days. The LCAP description and justification for “this action” appear to apply only to a portion of the action; i.e., the common preparation time and PLUS teams, and is unclear. Ideally, this description and justification would be more clearly stated, perhaps by a description and justification such as “loss of instructional time results in significant decreases in the academic achievement of low income, English learner, and foster youth” and use of PLUS teams will reduce loss of instructional time and assist in maintaining these students’ academic progress. As stated, the description is insufficient to meet the requirement to describe and justify Action #48 in total as “principally directed towards and effective in meeting the goals for unduplicated pupils.”

The Complaint challenged Action #10 “Employee Supports.” (2016-2017 LCAP Section 2, p. 27.) This action is associated with Goal #1, and budgeted $3.8 million (LCFF Sup and Con). The LCAP indicates this action is for high schools, and 2 specific middle schools. The description of this action is as follows:

• “Reduce large core classes in high schools (not an class enrollment cap)

• Additional middle school Vice Principals for Gaston and Fort Miller. Both have amongst the highest concentrations of English learners, foster youth and students living below the Federal poverty level in the District

• Since introducing additional supports, both Fort Miller and Gaston have seen an improvement in test scores and attendance as well as a reduction in suspensions and expulsions”

The above description of Action #10 provides no information as to how reducing large core classes in high schools is an action principally directed towards unduplicated pupils. Accordingly, the description does not meet the requirements of 5 CCR 15496(b) or the
LCAP Template. However, the action and accompanying description related to additional middle school vice principals does meet these requirements. The explanation provided shows the action is directed to two middle schools with among the “highest concentrations of unduplicated pupils” and also that the test scores and attendance have increased, and discipline incidences decreased. Thus, the LCAP describes how this portion of the action is principally directed towards and effective in meeting the district’s goals for unduplicated pupils. However, the stated description and justification is not sufficient to meet the requirements to describe and justify Action #10, in total, as “principally directed towards and effective in meeting the goals for unduplicated pupils.”

Actions #43 and #44 of Goal 4 are challenged by the Appellant. (2016-2017 LCAP Section 2, p. 108.) Goal #4 is stated as “All students will stay in school, on track to graduate”, and the identified need 4B is stated as “Fresno USD needs to provide a safe, clean and orderly learning and working environment.” Action #43 is to maintain 40 additional custodians, 3 custodial supervisors and 4 grounds maintenance positions. Action #44 is to renovate high school bathrooms. The LCAP identifies budgeted expenditures of $5.6 million (LCFF Sup and Con) with these two actions. The description for Action #43 is:

- “To ensure facilities are clean and in good repair
- Custodians were requested during the engagement for the 2014/15 LCAP and are above former base staffing levels to ensure school sites are positive and clean centers for each of the Fresno neighborhoods served
- Custodians are located in schools with older facilities
- According to the National Education Association, clean schools reduce the spread of infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff”

The description for Action #44 is:

- “Replace damaged fixtures, incorporate standardization of facilities, and increase accessibility for high school bathrooms
- Focus on partitions, hand dryers and soap dispensers
- Campus Culture team will work with student representatives to create a campaign to keep bathrooms clean
- Invitations were sent for student input to 75 foster and English learner students.
- Properly maintained bathrooms was the single most consistent request made during the 17 meetings the district conducted with students
According to the National Education Association, clean schools reduce the spread of infectious illness, reduce triggers for asthma and allergies and reduce absenteeism for both students and staff.”

The description of these actions states benefits for each. However, neither provides any description of how the District considered the factors such as the needs, conditions or circumstances of its unduplicated pupils in particular, in connection with these actions. The description fails to explain how the actions are principally directed towards and effective in meeting the District’s goals for unduplicated pupils. Accordingly, the requirements of 5 CCR 15496(b) and the LCAP Template are not met with regard to these actions.

Appellant also specifically challenged some of the District’s districtwide special education programs, alleging the District fails to sufficiently describe and justify how they are “principally directed towards, and effective in, meeting the District’s goals for high-need students.” Included in the challenge are Actions #13, #14 and #25. (2016-2017 LCAP Section 2, p. 41, 54-55.) Actions #13 and #14 are associated with the District Goal #1, “All students will excel in reading, writing and math” and the Identified Need 1B: “Every student can and must read at grade level.” The District’s LCAP describes these actions as follows:

Action #13 is “Maintain Elementary Augmentation for Students with Disabilities.” It is identified as “districtwide” and students served are “ALL.” Budgeted expenditures are $2.3 million (LCFF Sup and Con). The action is described as:

- “Expanding inclusive educational opportunities for preschool students with disabilities
- Providing specialized classes for preschool students with moderate to severe disabilities
- Early intervention and continuum of services for students with Autistic-like behaviors
- Starting school and identifying disabilities early will assist unduplicated students to achieve higher levels of academic achievement”

Action #14 is “Additional Special Education Director.” The action is Districtwide for “students with disabilities”; budgeted expenditures are identified as $153,000 (LCFF Sup and Con). The action is described as:

- “Close monitoring and oversight of programs for students with disabilities
- Improving continuum of service for students with disabilities up to age 22
- Experience has shown additional oversight of Special Education programs allow high-need students the best access to the least restrictive environment”

Action #25 is “Investments for Secondary Students with Disabilities.” It is also associated with District Goal #1, and the associated Identified Need is 1C: “Fresno Unified School
District needs to ensure students have the greatest number of postsecondary choices from the widest array of options.” The action is identified as being districtwide for pupils with disabilities; budgeted expenditures are identified as $3.4 million (LCFF Sup and Con).

While there is some description of how unduplicated students might benefit from each of these actions, there is no description of how the actions are “principally directed toward” unduplicated pupils. Each generally describes actions that are available to all pupils, and in some cases those actions are required to be available to all pupils who qualify under the Individuals with Disabilities Act (IDEA). The descriptions are not a sufficient description and justification as principally directed towards and effective in meeting the district’s goals for unduplicated pupils as specified in 5 CCR 15496(b).

Allegation 3 of the Complaint challenges districtwide and schoolwide Action #47 (Goal 4) “School Site Security Enhancements.” (2016-2017 LCAP Section 2, p. 109.) The budgeted expenditures are identified as $440,000 (LCFF Sup and Con). As noted above, the Complaint and Appeal expressed concern that expenditures for the actions described may actually be detrimental to unduplicated pupils. In addition, the Complaint and Appeal also alleged the LCAP does not set out the required description and justification for this districtwide and schoolwide action. The action is accompanied by the following description in Section 2 of the LCAP:

- “School safety was a top request from teachers resulting from the District’s outreach to stakeholders
- Funds to support additional crossing guards
- District share of Police Department grant for additional Community and School Resource Officers at secondary schools
- Police Department Chaplaincy programs at Elementary schools. School Resource Chaplains volunteer at Elementary school campuses teaching a characters and integrity curriculum and assist in identifying and reducing crimes against children. School Resource Chaplains are trained to connect children and families to needed resource in the community.
- Continue expanded coverage for Shot Spotter to reduce school time disruptions in areas with high crime. Shot Spotter assists responding officers with identifying gunshots (versus fireworks, car backfires, or other loud noises) often within a few feet.
- This leads to school and community safety, as well as reduced downtime and classroom disruption that occurs from the stoppage of classroom instruction when safety protocols need to be implemented”

Addressing the issue of whether this schoolwide and districtwide action is supported by the required description of how the security-related actions are principally directed towards and
effective in meeting the goals for unduplicated pupils point, it is evident from the description contained above that the LCAP provides no such description. In the District Decision, the District stated that, as outlined in its LCAP, the $440,000 expenditure for school site security is part of “a comprehensive approach to serving the unique needs of our large student population”. It also stated that “crime in Fresno is significantly higher than the state and national average.” (Decision, p. 4.) No statement describing how the security investments are directed towards meeting the needs of unduplicated pupils, as opposed to all pupils, is provided. Based on the description provided, the requirements of 5 CCR 15496(b) and Section 3A of the LCAP Template are not met with respect to Action #47.

Furthermore, Appellant suggested that the District “cannot justify that more police or the shot spotter program will help high-needs students in the District” (Appeal, p. 5.) In light of its determination that the District’s LCAP does not provide a sufficient description and justification for Action #47, the CDE does not make a determination on this additional issue raised by Appellant.

For the reasons set forth above, the CDE finds that the District’s 2016-2017 LCAP fails to describe how the districtwide and schoolwide services described in Actions #48, #5, #10, #43, #44, #13, #14, #25 and #47 are principally directed toward and effective in meeting the District’s goals for its unduplicated pupils as required by 5 CCR 15496(b) and Section 3A of the LCAP Template.

Allegation 2: “The LCAP fails to include data that demonstrates specific outcomes for high-need students in the Annual Update.”

The Appeal states that the District should disaggregate outcome data based on pupil groups, and high-need pupils in particular (Appeal, p. 4.) According to the Appeal, the data must be disaggregated in order to help parents and students decipher which programs help high-need students, and that the District never responded to why it refuses to disaggregate the data and “show clear and specific actions of how high-need students have improved.” (Appeal, p. 4.)

EC Section 52061 requires that an annual update to an LCAP be developed using the template adopted by the SBE. The annual update must include a review of any changes in the applicability of an action, a review of progress on the goals included in the LCAP, an assessment of the effectiveness of the specific actions included in the LCAP toward achieving the goals, and a description of any changes to the specific actions the school district plans to make as a result of the review. (EC Section 52061(a)(1) and (2).) Expenditures to implement actions in the LCAP, including those that serve unduplicated pupils, must be provided as well. (EC Section 52061(a)(3) and (4).)

The LCAP Template Annual Update Instructions specify: “For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a
minimum, the required metrics pursuant to Education Code sections 52060 and 52066.\(^7\)
The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.”

Appellant appears to argue that the District is required to include disaggregated data as part of its Annual Update in the LCAP. However, neither the statute nor the LCAP Template instructions require this disaggregation. The District’s Annual Update in the LCAP does show that it reviewed progress on goals as required. In addition, in responding to the Complaint, the District made clear that it regularly monitors data tied to its LCAP goals. Further, it has made available an “Appendix A” to its LCAP which shows disaggregated outcome data on the LCAP priorities. For these reasons, the CDE finds that Allegation 2 is not sustained.

VI. CORRECTIVE ACTIONS

Before the District adopts its 2017-2018 LCAP and Annual Update, the District must review the descriptions and justification for the District’s 2016-2017 LCAP schoolwide and districtwide Actions #48, #5, #10, #43, #44, #13, #14, #25 and #47 and revise them to provide the required descriptions and justifications consistent with this report. Any revisions shall be presented to the District’s parent advisory committee, the English learner parent advisory committee, and members of the public in accordance with EC Section 52062. In the event there are such expenditures which cannot be so described and justified as set forth in this report, the District shall not include those expenditures in its estimate of prior year expenditures for unduplicated pupils that were in addition to what was expended for all pupils when it calculates the minimum proportion by which it must increase or improve services for unduplicated pupils in the 2017-2018 LCAP year. (5 CCR 15496(a)(2).) In addition, the District must exclude any such services included in its 2017-2018 LCAP from services that contribute to meeting the requirement to increase or improve services for unduplicated pupils over services provided to all pupils in the LCAP year. The CDE will monitor and support the District’s progress in this regard, and is prepared to work in consultation with the District and the Fresno County Office of Education to achieve this result.

VII. CONCLUSION

\(^7\) EC sections 52060 and 52066 set out the state priorities which must be addressed in the LCAP for school districts and county offices of education respectively.
The CDE has investigated the complaint initially filed with the Fresno Unified School District on September 21, 2016. The District is required to implement the Corrective Actions specified above.

Further questions about the uniform complaint process or this letter may be addressed to the CDE as follows:

Local Agency Systems Support Office  
California Department of Education  
1430 N Street, Suite 5506  
Sacramento, CA 95814  
ATTN: Jeff Breshears, Director

Pursuant to 5 CCR Section 4665, within 35 days of receipt of this report, either party may request reconsideration.

I may be reached in the Local Agency Systems Support Office by phone at 916-319-0809 or by e-mail at jbreshears@cde.ca.gov.

Sincerely,

Jeff Breshears, Director  
Local Agency Systems Support Office

Attachment A: Complaint (September 2, 2016)  
Attachment B: District Decision on Complaint (November 18, 2016)  
Attachment C: Appeal to the CDE (December 6, 2016)  
Attachment D: District 2016-2017 LCAP

cc: Bob Nelson, Interim Superintendent, Fresno Unified School District  
Tammy Townsend, Executive Officer of State and Federal Programs, Fresno Unified School District  
Jim Yovino, Fresno County Superintendent of Schools  
Kathryn Catania, Deputy Superintendent, Fresno County Office of Education
EXHIBIT 12
CALIFORNIA DEPARTMENT OF EDUCATION (CDE)
INVESTIGATION OF APPEAL AGAINST THE
LOS ANGELES UNIFIED SCHOOL DISTRICT

REYNA FRIAS, APPELLANT

As Clarified on Reconsideration August 5, 2016

District: Los Angeles Unified School District (LAUSD)

County: Los Angeles

Date of Investigation: November 12, 2015 – May 25, 2016

Appellant: Reyna Frias
Community Coalition of South Los Angeles

Primary District Staff: Michelle King, Superintendent
Los Angeles Unified School District

Julie Hall-Panameno, Director
Los Angeles Unified School District

Binh Nguyen, Coordinator of Litigation Research
Los Angeles Unified School District

CDE Staff: Jeff Breshears, Director
Local Agency Systems Support Office

Marsha Bedwell, Attorney
Legal Affairs

Jonathan Feagle, Consultant
Local Agency Systems Support Office

Date of Report August 5, 2016
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INVESTIGATION OF APPEAL

Los Angeles Unified School District Reyna Frias, Appellant

DEPARTMENT INVESTIGATIVE REPORT

I. BACKGROUND

On November 12, 2015, the Local Agency Systems Support Office (LASSO) of the California Department of Education (CDE) received an appeal, pursuant to California Education Code (EC) Section 52075, of the Los Angeles Unified School District’s decision dated November 9, 2015. The complaint alleged that Los Angeles Unified School District (LAUSD) violated statute by including special education spending as part of its estimate of prior year expenditures for services for foster youth, low income students, and English learners in its 2014–15 and 2015–16 local control and accountability plans (LCAP).

The initial complaint (Complaint) was filed by Ms. Reyna Frias and the Community Coalition of South Los Angeles (Complainants), with representation, on September 9, 2015 with LAUSD. Complainants requested that LAUSD revise its 2015–16 LCAP to remove special education funding as part of its prior year spending for unduplicated pupils and revise its proportionality calculation and its LCAP to ensure that it spends the appropriate amount of money on increased and improved services for unduplicated pupils in fiscal year 2015–16 and future years.

The District’s Decision in response to the initial complaint was presented in a letter from Julie Hall-Panameno, Director of Educational Equity Compliance Office, dated November 9, 2015 (District Report). Complainants, with representation, submitted an appeal to the CDE. In response to the appeal, the CDE notified LAUSD, by letter dated November 13, 2015, that the CDE had received an appeal of its Decision dated November 9, 2015, and requested that LAUSD provide the required documents pursuant to California Code of Regulations, Title 5 (5 CCR) Section 4633(a). LAUSD responded to the CDE with an email dated November 20, 2015. All required documents were included as attachments to this email. In a letter dated January 13, 2016, the CDE notified LAUSD and the appellant that the CDE would conduct a further investigation of the allegations and, due to the complexity and state-wide nature of the issues, had found good cause to extend the investigation timeline pursuant to 5 CCR Section 4662(b).

On May 27, 2016, the CDE issued its Investigative Report (Report). Thereafter, on June 13, 2016, LAUSD submitted a “Request for Reconsideration of Report of Appeal Against the Los Angeles Unified School District (Reyna Frias et al., Appellants) pursuant to 5 CCR 4665(a)” (LAUSD Reconsideration Request). LAUSD’s request put forth additional arguments in support of its position, and it urged reconsideration of the Report. LAUSD also requested the Superintendent of Public Instruction (SPI) to immediately stay its effectiveness pending reconsideration.

On June 14, 2016, the CDE received correspondence from Michelle King, LAUSD Superintendent regarding the Report stating that as result of the Report, LAUSD could be required to identify $1 billion in programmatic cuts. On June 14, the SPI corresponded with Superintendent King, indicating that in order to allow LAUSD to make thoughtful adjustments to its LCAP consistent with the Report, the CDE would not require adjustments until the 2017–2018 fiscal year.
On July 1, 2016, the Complainants submitted Opposition to LAUSD’s Request for Reconsideration, along with a Request for Reconsideration of the Report. Complainants objected to delaying any adjustments until the 2017–2018 fiscal year. The CDE corresponded with LAUSD and Complainants on July 14, 2016, to inform them that the requests for reconsideration would be considered together and that any response would issue on or before August 5, 2016.

On June 16, 2016, CDE staff met with LAUSD staff to discuss the Report. On July 8, 2016, LAUSD submitted a revised narrative account of why its spending on unduplicated pupils with disabilities was properly included in its “prior year estimate of funds expended on unduplicated pupils in its LCAP.”

On July 15, 2016, LAUSD submitted opposition to the Complainants’ July 1, 2016 Opposition and Request for Reconsideration. Complainants submitted a reply on July 29, 2016 to LAUSD’s July 15, 2016 correspondence opposing Complaints’ opposition to the district’s request for reconsideration.

II. SUMMARY OF ALLEGATIONS, DISTRICT RESPONSE AND APPEAL

The Complaint

The Complaint alleges LAUSD failed to comply with legal requirements related to its 2014–15 and 2015–16 LCAPs. In particular, the complaint alleges LAUSD violated EC Section 42238.07 and 5 CCR Section 15496 by including a portion of the district’s special education spending as part of its estimate of prior year expenditures for services for foster youth, low income students, and English learners (unduplicated pupils) in its 2014–15 and 2015–16 LCAPs.

The Local Control Funding Formula (LCFF) includes a seven-step proportionality calculation to determine the minimal proportionality percentage (MPP) by which a local educational agency (LEA) must increase or improve services for unduplicated pupils above services provided to all pupils in the fiscal year. (See below, p. 10) Step two of this calculation requires an LEA to estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils (“prior year expenditures”).

According to the Complaint, when calculating the MPP for the 2014–15 LCAP and 2015–16 LCAP, LAUSD includes $450 million of special education expenditures as part of its $700 million estimate of “prior year expenditures.” The complaint asserts that special education expenditures may not be counted as such “prior year expenditures” because special education services are available to all students. In support of this assertion, the complaint states that all pupils may request an Individual Education Plan for special education services, and an LEA must provide these services to all students who qualify, regardless of whether or not they are counted as an unduplicated pupil. The Complaint therefore concludes that special education expenditures are not services targeted for unduplicated pupils and may not be counted as prior year expenditures for unduplicated pupils.

The Complaint alleges that as a result of the inclusion of the $450 million of special education expenditures in the estimation of prior year expenditures, LAUSD shortchanged unduplicated pupils $126 million in increased or improved services in 2014–15, and $288 million in such services in 2015–16. The Complaint further alleges the “deficit” in expenditures on programs for
unduplicated pupils will continue to build each year until it grows to $450 million annually at full implementation of LCFF (estimated to be in 2020–21). Finally, the Complaint alleges that inclusion of special education as prior year expenditures will cost unduplicated pupils “$2 billion in increased or improved services between now and FY 2020–21” (Original Complaint, p. 5).

The Complaint requests LAUSD revise its 2015–16 LCAP to remove special education funding as part of its prior year spending for foster youth, low income pupils, and English learners, and also revise its MPP calculation and its 2015–16 LCAP to ensure it spends the appropriate amount of money on increased and improved services for such pupils in 2015–16 and in future years. (Complaint, p. 6.)

**LAUSD Response to the Complaint**

LAUSD investigated the Complaint pursuant to its Uniform Complaint Procedures and issued a report of its determination (District Report) on November 9, 2015. It concluded the complainants’ legal contentions were without merit. The district’s view is summarized as follows:

The plain language of the 5 CCR Section 15496 directs LEAs to estimate the amount of LCFF funds expended by the LEAs on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. (Emphasis in District Report, p. 18.) According to LAUSD, special education services are not services provided to all pupils, but are instead services provided only to a small percentage of pupils who meet specific eligibility requirements prescribed by federal and state special education laws. (Individuals with Disabilities Act [20 U.S.C. Section 1400 et seq.]; EC 56000 et seq.) Therefore, special education services may be included in the estimate of prior year expenditures on services for unduplicated pupils under 5 CCR Section 15496(a)(2).

LAUSD further argues the regulations broadly define “services.” (District Report, p. 14.) LAUSD determined it was within its “discretion to interpret subdivision (a) of Section 15496 according to its plain meaning.” (District Report, p. 18.)

LAUSD further described how it determined the “prior year expenditure” figure to be $450 million in 2013–14 and 2014–15. LAUSD utilized its estimate of District General Fund contribution to special education (net of revenue limit and affiliated charters), which was $653.4 million for 2013–14 and $633.9 million for 2014–15. It further calculated the percentage of unduplicated pupils.
pupils who receive special education services, excluding those attending affiliated charter schools, utilizing 2012–13 CALPADS and CASEMIS student enrollment data. That percentage was determined to be 79.38%. LAUSD reports it identified the subset of special education programs that benefit unduplicated pupils and applied the 79% to the expenditures for those programs, yielding $449.88 million in expenditures for 2013–14 and 2014–15. (District Report, p. 10.)

The district response to the Complaint included general descriptions of some of the expenditures included in the $450 million. These included: initiatives addressing integration of student with disabilities into general education settings, and reducing disproportionality among subgroups identified for special education; increased support services to advance academic achievement of English learners with disabilities; aligning IEPs with the district’s English Learner Master Plan, inclusion of IEP goals for English proficiency in each IEP, and identification of the ELD present level of performance in each student. (District Report, p. 10.)

LAUSD’s response further states that certain expenditures were excluded from its calculation of prior year expenditures for unduplicated pupils, even though the District believes that the regulations would permit inclusion of a wide array of expenditures in the calculation. Special education expenditures excluded were described as: $33 million on spending for pre-school and adult populations; $6.5 million for Special Education (SPED) Career & Transition Program, which serves pupils from both K–12 and adult student populations. LAUSD reports it took a conservative approach in making its calculation and excluded an additional $34.5 million, “to ensure that its proportionality calculations were based upon services geared directly to unduplicated pupils.” The exclusions included:

- SPED Central Office ($11.15 million)
- SPED IMA Equipment-Materials ($4.56 million)
- SPED Reimbursement Due Process ($4.26 million)
- SPED Allocation to Schools for Compliance (3.25 million)
- SPED Program Specialists Certificated ($2.94 million)
- SPED IMA Allocation to Schools ($1.05 million)
- SPED Least Restrict Environment Counselors ($0.65 million)
- SPED Temporary Personnel Account ($0.13 million)

LAUSD also reports it excluded some amount in expenditures for services that may involve minimal contact between special education personnel and the general education population,

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3 CALPADS and CASEMIS are student information systems, CASEMIS including data specific to Special Education.
including some amount for salaries and health benefits for therapists and specialist who participate in assessments to determine pupil eligibility for special education. (District Report, p. 13.)

The LAUSD response concludes the district’s actions as described above are appropriate under 5 CCR Section 15496(a). It states that the regulation setting forth the requirements for estimates of prior year expenditures for unduplicated pupils does not exclude expenditures for services that are "‘available to all students...who are eligible’", or services that are not “‘targeted for’” unduplicated pupils. (District Report, p. 14, citing allegations of the Complaint.) It concludes that 5 CCR Section 15496 directs LEAs to exclude only “services provided to all services ‘services provided to all pupils’ under Section 15496 of title 5 of the California Code of Regulations?” (District Report, p. 14.)

LAUSD states its view that, factually, special education services are services provided only to those eligible to receive them according to statute, and the expenditures included in its estimate are only for those students who have an IEP. It further asserts that no authority in the LCFF or implementing regulations, or legislative or regulatory history, support a conclusion that services for special education are “services provided to all students” despite that phrase’s “plain meaning.” (District Report, p. 15.) LAUSD asserts that Complainants’ construction of the regulations is inconsistent with the Legislature’s lack of inclusion of a “do not supplant” restriction in the LCFF. (District Report, p. 17.)

In addition, LAUSD argues that the legislative direction to authorize expenditure of supplemental and concentration funds on a “district-wide” or “school-wide” basis support its methods for determining “prior year expenditures.” (District Report, p. 17.) According to LAUSD, the fact that 84% of its pupils are unduplicated pupils, means the “district-wide core educational program is itself “‘principally directed towards….meeting the district’s goals for its unduplicated pupils.’” (District Report, p. 18.) Based on the above, LAUSD’s response concludes $450 million in special education expenditures described above may be included in its estimate of prior year expenditures on services for unduplicated pupils.

The Appeal

In their appeal, Complainants state that there are no material facts in dispute. (Appeal, p. 2.) Complainants point out that LAUSD derived its estimate of “prior year expenditures” by application of a formula:

79% (representing unduplicated pupils), multiplied by expenses associated with a subset of special education programs that would benefit these pupils, yielding $449.8 million in prior year expenditures.

This figure, notes Complainants, is nearly all of the special education general fund encroachment. Complainants describe the key issue as the legal interpretation to be given 5 CCR Section 15496(a)(2)’s requirement to “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils.” (Appeal, p. 2, emphasis in Appeal.)

Complainants allege that LAUSD essentially interprets “services provided for all pupils” to mean only those services provided to “precisely 100% of pupils,” and such interpretation is not supported by law. According to Complainants, such an interpretation would lead to absurd results, allowing a district to apply its unduplicated percentage to any program that is available.
to all pupils but serves only a portion of pupils, such as summer school, after-school programs, extracurricular activities and such. (Appeal, p. 2.)

Complainants further assert LAUSD failed to address Complainants’ argument that 5 CCR Section 15496(a)(2) recognizes only two types of spending for services: (1) expenditures on services for unduplicated pupils and (2) expenditures on services for all pupils. According to Complainants, expenditures for services that serve pupils without regard to students’ low-income, English learner, or foster youth status are not “expenditures for unduplicated pupils,” and, therefore, do not meet the regulatory standard for inclusion as part of “prior year expenditures.” (Appeal, p. 2.)

Complainants also restate their assertion that because special education expenditures are incurred pursuant to preexisting federal and state mandates, LAUSD’s action violates the mandate to “increase or improve services for unduplicated pupils as compared to services provided to all pupils” as required by the statute and regulations. (Appeal, p. 3.)

Complainants requested remedy is that the SPI overturn LAUSD’s decision, and require LAUSD to revise its 2015–16 LCAP to remove special education funding as part of its prior year spending for unduplicated pupils, and also to revise its proportionality calculation and 2015–16 LCAP to ensure it spends the appropriate of money on increased and improved services for such pupils in 2015–16 and future years.

III. GENERAL PROCEDURES OF INVESTIGATION

Upon receipt of the appeal, CDE requested LAUSD provide the following documents in accordance with 5 CCR Section 4633(a):

- A copy of the original complaint
- A copy of the Decision
- A summary of the nature and extent of the investigation conducted by the local educational agency, if not covered in the Decision
- A copy of the investigation file, including but not limited to, all notes, interviews and documents submitted by the parties or gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the local educational agency complaint procedures
- Such other relevant information as the Department may request

CDE reviewed these documents. In addition, CDE reviewed the LAUSD 2014–15 LCAP and 2015–16 LCAP. CDE conducted a telephone conference with Complainants’ representatives on February 24, 2016, to discuss the complaint. Complainants’ representatives explained the basis for the complaint consistent with the written appeal submission. CDE conducted a telephone conference with representatives of LAUSD on April 6, 2016. In that conference CDE requested LAUSD provide information identifying the program expenditures which it included in its calculation of the $450 million prior year expenditures. In response, LAUSD provided a list of special education programs included in SACS Resource Code 6500, specifying which programs
IV. APPLICABLE STATUTES AND REGULATIONS

- California Education Code (EC) sections 42238.02, 42238.07, 52060–52075
- California Code of Regulations, Title 5 (5 CCR) 15494–15497.5

V. FINDINGS OF FACTS AND CONCLUSIONS OF LAW

LCFF Overview

An overview of the LCFF legislation is helpful to understanding the allegations of this Complaint. The LCFF was enacted by Assembly Bill No. 97 (Chapter 47, Statutes of 2013), and was effective on July 1, 2013. The LCFF establishes a new funding formula for school districts (as well county offices of education, and charter schools (LEA's)). It replaces the long-standing “revenue limit” system of funding. Under revenue limits, districts received funds based on a unique revenue limit amount multiplied by their average daily attendance (ADA). This statutory formula provided school districts most of their general purpose funding.

Under the old system, revenue limit funding was coupled with “categorical” programs. These programs provided funding for specific, restricted purposes, typically funded either by program-specific formula grants, or pursuant to an application submitted by a school district. Often, categorical programs were designed to provide targeted services based on demographics and needs of the pupils in a district. The LCFF replaced the approximately three-quarters of categorical programs.

The LCFF establishes a “base” level of funding for school districts, which is a specified amount for each unit of ADA based on grade spans: $6,845 for K–3; $6,947 for grades 4–6, $7,154 for grades 7 and 8, and $8,239 for grades 9–12. (EC Section 42238.02(d).) These base rates may then be subject to additional adjustments as described below.

Implementation of the LCFF requirements began in 2013–2014, but full funding of the formula is being phased in over several years. The LCFF is anticipated to be fully funded by 2020–21. The Legislative Analyst reports that at the time of the LCFF’s adoption, the base LCFF funding rate was estimated to be about $500 per pupil higher than the 2012–13 revenue limit rates, and the state has provided approximately $12.8 billion in additional K–12 funds over the past three years under the LCFF. When fully implemented, the LCFF will result in significantly more funding than was provided by the previous system of revenue limits coupled with categorical

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4 Senate Bill No. 91 (Chapter 70, Statutes of 2013) and Senate Bill No. 97 (Chapter 357, Statutes of 2013), made minor changes to the LCFF as adopted by AB 97).

5 Legislative Analyst’s Office, Overview of Local Control Funding Formula and New State Accountability System; presentation to Assembly Budget Subcommittee No. 2 on Education Finance, March 8, 2016.
programs.

**Grade-Span Adjustments and Adjustments for “Unduplicated Pupils”**

The LCFF provides for two adjustments to the base funding level described above. The first adjustment is based upon the grade level of the pupils. A Kindergarten through grade 3 adjustment increases the base rate by 10.4 percent tied to a reduction in class-size to a schoolsite-average of no more than 24 pupils, upon full implementation, unless collectively bargained otherwise. (EC Section 42238.02(d)(3).) In addition, the formula provides for an increase in the base amount by 2.6 percent for pupils in grades 9–12 to reflect higher operating costs and a focus on college and career readiness. (EC Section 42238.02(d)(4).)

The second adjustment to the LCFF formula is based on pupil demographics. The formula provides additional funding in the form of supplemental and concentration amounts based on the number and concentration of low income, English learners and foster youth pupils (“unduplicated pupils”) as defined by EC Section 42238.02(b). The LCFF formula provides an additional 20 percent of the base amount for each unduplicated pupil. (EC Section 42238.02(e).) When the number of unduplicated pupils exceeds 55 percent of a school district’s enrollment, the LCFF formula provides an additional 50 percent of the base amount for each unduplicated pupil that exceeds the 55 percent enrollment. (EC Section 42238.02(f).)

**Expenditure Requirements for Supplemental and Concentration Funds**

EC Section 42238.07 governs the expenditure of supplemental and concentration funds). It provides:

“(a) On or before January 31, 2014, the state board shall adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to sections 2574, 2575, 42238.02, and 42238.03. The regulations shall include, but are not limited to, provisions that do all of the following:

1. Require a school district, county office of education, or charter school to increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils in the school district, county office of education, or charter school.

2. Authorize a school district, county office of education, or charter school to use funds apportioned on the basis of the number of unduplicated pupils for schoolwide purposes, or, for school districts, districtwide purposes, for county offices of education, countywide purposes, or for charter schools, charter-wide purposes, in a manner that is no more restrictive than the restrictions provided for in Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Section 6301, et seq.).

(b) The state board may adopt emergency regulations for purposes of this section.”

Consistent with the provisions of EC Section 42238.07, the State Board of Education (SBE) adopted regulations governing the expenditure of supplemental and concentration funds in January 2015. These regulations are at 5 CCR sections 15495–15497.5.

5 CCR Section 15496 addresses the requirement that schools districts “increase or improve” services for unduplicated pupils in proportion to the increase in supplemental and concentration
Calculating the Minimum Proportionality Percentage (MPP)

As noted above, funding increases provided for by LCFF are being phased in over several years, with the funding target expected to be reached by 2020–21. Prior to the implementation of LCFF, districts varied in the extent to which they participated in various categorical programs and in the level of services provided for low-income pupils, English learners, and foster youth. Thus, in 2012–13, the year immediately preceding the year of LCFF’s initial implementation, there was variation across districts in the level of expenditures for services provided to pupils who met the criteria for low-income, English learner, and foster youth. During the phase-in of funding, districts will receive LCFF funding based upon the difference (gap) between their prior year funding and the amount they will receive when the LCFF is fully funded (the target LCFF base funding level [LCFF target]). Because of the phase in of LCFF funding, the base funding level and supplemental and concentration grant funding level must be estimated until full funding is reached.

In consideration of the phase-in of LCFF funding and the varying “starting” points for school districts, 5 CCR Section 15496 provides a seven-step process for determining the amount of funding attributable to supplemental and concentration grants in the LCAP year and the minimum proportion by which a district must “increase or improve” services for unduplicated pupils (MPP). (5 CCR Section 15496(b)(1)–(7).) During the transition to full funding, these amounts will depend, in part, on a district’s estimate of LCFF funds expended on services for unduplicated pupils in the prior year that is in addition to what was expended on services for all pupils. (5 CCR Section 15496(b)(2) [Step two].) Pursuant to the formula, districts make incremental progress toward the supplemental and concentration grant expenditures levels required at full implementation to proportionally increase or improve services for unduplicated pupils.

At full funding, a district’s supplemental and concentration grant funding level will be identifiable, and the regulations at that point require the MPP to be calculated by dividing that grant amount by the remainder of the district’s LCFF funds (with exclusion of certain funds as identified in the regulation.) (5 CCR Section 15496(a)(8).)

Schoolwide and Districtwide Expenditures of Supplemental and Concentration Funds

EC Section 42238.07(b) required the SBE to adopt regulations to authorize a school district to use funds apportioned on the basis of the number and concentration of unduplicated pupils for “districtwide” or “schoolwide” purposes, in a manner no more restrictive than provided for in Title I of the federal No Child Left Behind Act of 2001 (20 Section 6301, et seq.). Title I provides

6 The process for adoption of permanent regulations proceeded in parallel with adoption of emergency regulations, which were adopted in January 2014 and went into immediate effect. The emergency and permanent regulations were the same with respect to determination of prior year expenditures and calculating the minimum proportionality percentage.
federal financial assistance distributed through state education agencies to LEAs with a high number or percentage of children from low-income families to assist them in ensuring that all pupils meet the state’s academic standards. LEAs are required to allocate funding to schools with the highest percentages of children from low-income families. Unless the receiving school is operating a schoolwide program, it is required to focus Title I services on children who are identified as failing, or most at risk of failing, to meet state academic standards.

A school operating a schoolwide program is authorized to provide services to upgrade the entire educational program of a school. A school serving an attendance area in which at least 40% of the pupils are from low income families may operate a schoolwide program. Educational programs may be designed to serve all students, provided requirements such as conducting a needs assessment, developing a comprehensive plan, and conducting an annual evaluation of the plan are met. (20 U.S.C. sections 6313–6314.)

Title I does not include a provision for districtwide programs.

Consistent with EC Section 42238.07(b), the expenditure regulations identify the circumstances in which LEAs may use supplemental and concentration funds on a districtwide or schoolwide basis. (5 CCR Section 15496(b).) The conditions imposed on LEAs for such use vary depending on the type of LEA and the percentage of unduplicated pupils. For a district such as LAUSD, with an enrollment of unduplicated pupils of 84%, the requirements for districtwide use of supplemental and concentration grant funding are as follows:

“(b) …an LEA may demonstrate it has increased or improved services for unduplicated pupils… by using funds to upgrade the entire educational program of … a school district… as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.”

The Local Control and Accountability Plan (LCAP)

LCFF requires the governing board of each school district to adopt an LCAP, on or before July 1, 2014, using a template adopted by the SBE. (EC Section 52060.) The LCAP is required to be

7 NCLB was recently amended by the Every Student Succeeds Act (“ESSA”, Pub. Law No. 114-95). ESSA contains provisions for schoolwide Title I programs.
updated on or before July 1 of each year. According to statute, the LCAP is required to include, for the school district and each school within the district:

- a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052,\(^8\) to be achieved for each of the eight state priorities identified in EC Section 52060(d), as well as for any additional local priorities identified by the district governing board, and

- a description of the specific actions the school district will take during each year of the local control and accountability plan to achieve the goals identified in its plan.

EC Section 52064 required the SBE to adopt a template by March 31, 2014, for LEAs to use for their LCAPs and annual updates to the plan. The SBE-adopted template for the LCAP and Annual Update is at 5 CCR Section 15497.5.

**Stakeholder Input on Development and Approval of the LCAP**

The LCAP must be developed with stakeholder input, as prescribed by EC sections 52060, 52062 and 52063. There must be consultation with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils. (EC Section 52060(g).) A district also must have a parent advisory committee to advise on the LCAP. Before a governing board adopts the LCAP, the district superintendent must present it to the parent advisory committee, and respond in writing to advisory committee comments. (EC sections 52062(a)(1); 52063(a)(1).)

Districts, such as LAUSD, that have enrollment of English learners of at least 15 percent and at least 50 English learners, also must have an English learner parent advisory committee. (EC Section 52063(b).) Prior to adoption, the district superintendent must present it to the English learner parent advisory committee for review and comment, and respond, in writing, to comments received from the committee. (EC Section 52062(a)(2).)

Members of the public must be informed by the district of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the plan. (EC Section 52062(a)(3).) A school district governing board is required to adopt its LCAP and annual update using a two-meeting process. It must first hold a public hearing at which it receives public comment; this hearing must be held at the same meeting as its first public hearing on adoption of its proposed budget. The district may then adopt its LCAP or annual update at a public meeting held at least one-day after the initial public hearing, and that meeting must be the same meeting at which the district adopts its budget. (EC Section 52062(b).)

A school district may adopt revisions to its LCAP during the time it is in effect, if it follows the above process for adopting an LCAP, including adopting the revisions in a public meeting.

**County Superintendent Review and Approval**

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\(^8\) These subgroups of pupils are: ethnic subgroups, socioeconomically disadvantaged pupils, English Learners, pupils with disabilities, foster youth, and homeless youth (homeless youth added effective June 24, 2015).
Within five days of adoption of the LCAP or annual update by the governing board, a school district is required to submit it to the county superintendent of schools for review and approval. (EC Section 52070.) The statutes establishes a procedure by which a county superintendent may seek clarification from the district regarding the LCAP or annual update. Any recommendations of a county superintendent for amendments to the LCAP or annual update must be considered by the governing board of the school district in a public meeting. By October 8 of each year the county superintendent must approve the district’s LCAP or annual update if he or she determines:

- The LCAP or annual update adheres to the SBE-adopted template (EC Section 52070(d)(1))
- The school district’s budget for the applicable fiscal year includes expenditures sufficient to implement the specific actions and strategies included in the LCAP based upon projections of the costs included in the plan (EC Section 52070(d)(2)), and
- The LCAP or annual update adheres to the expenditure requirements adopted pursuant to EC 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils. (EC Section 52070(d)(3))

The expenditure regulations adopted by the SBE address county superintendents’ responsibilities in reviewing LCAPs for adherence to the requirements of EC Section 52070(d)(3), (5 CCR Section 15497.) The county superintendent is required to review any descriptions in the LCAP of districtwide or schoolwide services to determine whether the district has “fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to Section 15496(a).” If a county superintendent determines a district has failed to increase or improve services for unduplicated pupils as described in 5 CCR Section 15497, the county superintendent must provide technical assistance to the district, as specified in the statute.

**Analysis**

**Special Education Expenditures in Determining MPP**

The central issue in this complaint is the meaning of the “second step” in the calculation required by 5 CCR Section 15496(a) to determine the “percentage by which services for unduplicated pupils must be increased or improved above services for all pupils [the MPP].” Step two requires a district to:

“Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended shall be no less than the amount of Economic Impact Aid expended in the 2012–2013 fiscal year.”

In this case, LAUSD asserts special education services are clearly not “services for all pupils” because such services are provided only to those pupils who meet the eligibility criteria specified in statute. Building on its view that special education services are not provided to all
pupils, LAUSD performs a straightforward calculation applying 79% (the percentage of pupils receiving special education who are also unduplicated pupils) to the bulk of its general fund expenditures for special education, resulting in $450 million in special education expenditures being included as part of its estimate of “prior year expenditures” in the MPP calculation.\(^9\)

LAUSD does exclude from its calculation some of its expenditures for special education. (See exclusions identified at p. 3–4 above.) However, based on the information provided by LAUSD in response to the Complaint, those exclusions are not based on any distinctions between expenditures on special education services for unduplicated pupils, and expenditures on special education services for all pupils receiving special education, including unduplicated pupils. Rather than making such a distinction, the district derives a proportional expenditure amount and identifies that amount as expenditures for unduplicated pupils “in addition” to expenditures for all pupils. As was noted previously, the bulk of expenditures coded to Resource Code 6500 were included in the proportional calculation. The programs identified to Resource Code 6500 reflect a broad array of program services available to special education pupils generally. (Exhibit F.)\(^10\)

LAUSD’s approach does, as Complainants argue, give a strained construction to the meaning of the regulation. It focuses on the plain meaning of “all,” as is evident from its framing the question: “Are special education ‘services provided to all pupils’ under section 15496 of the California Code of Regulations?” (District Report, p. 14.) It construes the regulation to permit inclusion of any expenditures for services in programs that serve both unduplicated and duplicated pupils as expenditures on services for unduplicated pupils, even when the services are provided without regard to pupils’ unduplicated status.

The above approach is not consistent with the LCFF statute and regulations. EC Section 42238.07(a) requires that funds apportioned on the basis of the number and concentration of unduplicated pupils be expended to “increase or improve” services for unduplicated pupils in proportion to the increase in funds apportioned. (EC Section 42238.07; 5 CCR Section 15496.) The regulation at issue directs the manner in which districts are to calculate the MPP during the transition period to full funding of the LCFF. At step 2 in the calculation, the regulation directs the district to make a comparison between expenditures on services provided for unduplicated pupils “in addition” to expenditures on services for “all” pupils. To be consistent with the statutory purposes, the comparison must distinguish between services directed to unduplicated pupils based on that status, and services available for all pupils, without regard to their status as unduplicated pupils or not. Expenditures for services available to pupils regardless of their

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\(^9\) Note the same figure is derived for 2013–14 and 2014–15, despite a difference to general fund expenditures for special education services in the two years. (District Report, p 10.)

\(^10\) Schools districts utilize a standard chart of accounts to record and report financial information. A “resource code” is used in schools’ accounting systems to track activities funded with revenues that have special accounting or reporting requirements or are legally restricted. Resource Code 6500 is for special education. Districts often contribute unrestricted general fund resources to this Resource Code 6500 when expenditures for special education exceed federal and state categorical funding (see footnote 2).
status as unduplicated pupils may not be included in the estimate of prior year expenditures on services for unduplicated pupils that are in addition to expenditures for services provided for all pupils.

Not only is the above approach the directive of the statutory language, the regulations demonstrate that legislative purpose, in part, by specifying a floor for “prior year expenditures” in the first year in which the formula was operative consisting of a district’s 2012–13 expenditures of Economic Impact Aid (the pre-LCFF categorical program providing supplemental funds to serve pupils who were low-income or English learners).

Thus, in calculating the MPP under 5 CCR Section 15496, the regulation requires that expenditures on services for unduplicated pupils made without regard to pupils’ unduplicated status be excluded from the estimate of prior year expenditures (5 CCR Section 15496(a)(2)). With regard to expenditures for special education, prior year expenditures on special education services directed to unduplicated pupils based on their status as unduplicated may be included when estimating prior year expenditures under 5 CCR Section 15496(a)(2). For years subsequent to the initial LCAP year (2014–2015), an LEA with 55 percent or more unduplicated pupils, such as LAUSD, may include expenditures for services provided on a districtwide or schoolwide basis to both duplicated and unduplicated pupils so long as they are described in the LEA’s LCAP as principally directed towards and effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas (see below). But, in addition, expenditures for special education services that are for duplicated and unduplicated pupils generally, without regard to pupils’ unduplicated status, may not be included in estimating such prior year expenditures.

The Significance of Districtwide Expenditure

In support of its position that it acted consistent with 5 CCR Section 15496(a)(2) and in arguing rejection of Complainants’ demand to remove $450 million of special education expenditures from its estimate of prior year expenditures, LAUSD argues that the regulations grant districts, such as it, with high enrollments of unduplicated pupils the highest level of flexibility. (District Response, p. 17.) The district further states “because the overwhelming majority of LAUSD’s pupils (84%) are unduplicated, the district-wide core program is itself ‘principally directed towards...meeting the district’s goals for its unduplicated pupils,’” citing, in part 5 CCR Section 15496(b)(1)(B). (District Response, p. 18.) While it is the case that LAUSD has flexibility to the extent afforded by the regulations, we do not find its argument persuasive on the issues raised by this appeal.

First, LAUSD’s argument appears to conflate the threshold that permits districtwide use of funds apportioned on the basis and numbers of unduplicated pupils with the justification required when a district decides to proceed districtwide. The 55 percent or more qualifies a district to use funds on a districtwide basis, but it must then identify in its LCAP those services provided on such basis and describe how they are “principally directed towards and are effective in “meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.” (5 CCR Section 15496(b)(1)(B).)

In accordance with the regulation, LAUSD has flexibility to expend supplemental and concentration grant funds to increase or improve services for unduplicated pupils on a districtwide basis, as circumscribed by the actions necessary to justify such expenditure. The required articulation of reasons supporting districtwide or schoolwide use is critical to meeting the statutory requirement that such funds be used to “increase or improve” services for
unduplicated pupils in proportion to the amount of the increase in funding. (EC Section 42238.07(b).) In addition, the requirement to articulate in the LCAP how districtwide expenditures are “…principally directed towards, and effective in…” meeting goals for unduplicated pupils is a critical step that should reflect the culmination of the significant stakeholder engagement called for by the LCFF, and is essential to transparency.

In addition, the authority to expend supplemental and concentration grant funds for services provided on a districtwide basis under EC Section 42238.07(b) and 5 CCR Section 15496(b) is an alternative to expenditure of such for services for unduplicated pupils on a targeted basis (EC Section 44238.07(a)). Accordingly, districtwide expenditure is not, necessarily, determinative of whether such expenditure qualifies as a "prior year expenditure" under 5 CCR Section 15496(a)(2), though it may qualify as such (see below).

**MPP is a “Proportional” Spending Requirement**

We must also note a point of disagreement with the position asserted by Complainants as expressed in their requested remedy. Complainants request that LAUSD be directed to revise its proportionality calculation and its LCAP to insure that it spends the appropriate amount of money on increased and improved services for High Needs Students in FY 2015–16, and in future years (Appeal, p. 2)" The expenditure requirement for supplemental and concentration grant funding is a requirement to increase or improve services for unduplicated pupils in proportion to the increase in funding received based on the number and concentration of unduplicated pupils. The proportional increase is determined by the MPP calculation set forth in the regulation. The regulation makes clear the required proportional increase is not a requirement to increase expenditures for unduplicated pupils from one year to the next. The required comparison for MPP purposes is whether there is a proportional increase or improvement in services for unduplicated pupils above what is provided to all pupils in the fiscal year. (5 CCR Section 15496(a).) Thus, an LEA may count towards meeting the MPP its current year expenditures on services it also provided in the prior year, provided they are either targeted towards unduplicated students or, for LEA’s with 55 percent or more unduplicated pupils, they are provided on a districtwide or schoolwide basis to both duplicated and unduplicated pupils and the LCAP identifies the expenditures and describes the services as principally directed towards and effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas. Accordingly, the regulations specify a “proportional” spending requirement, and not a requirement for a “dollar-for-dollar” spending, such as might exist with a restricted, categorically funded program. Accordingly, it is inconsistent with the regulatory framework to state that LAUSD’s calculation of its MPP deprived unduplicated pupils of a specific dollar amount of increased or improved services, as alleged in the Complaint. (Complaint, p. 2.)

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11 The LCFF does not, however, include a “do not supplant” mandate, as noted by LAUSD. (District Report, p. 17.)

12 The regulations at 5 CCR Section 15496(b)(1) and (2) specify the requirements regarding districtwide use of funds for districts with 55 percent or more unduplicated pupils, and for those with less than 55 percent unduplicated pupils. Requirements for schoolwide use for schools with enrollment of unduplicated pupils of 40 percent or more, and for those less than 40 percent unduplicated pupils are set out at 5 CCR Section 15496(b)(3) and (4).
Some Special Education Expenditures for Unduplicated Pupils May Count as Prior Year Expenditures

In addition, we do not conclude that any and all expenditures of a district’s general fund for special education purposes must be excluded from its estimate of “prior year expenditures” under 5 CCR Section 15496(a)(2). A district may, in fact, make expenditures for special education services for unduplicated pupils that are “in addition” to special education services provided to unduplicated pupils and all other pupils receiving special education services. As noted above, prior year expenditures on special education services provided to pupils based on their status as unduplicated pupils may be included when estimating prior year expenditures under 5 CCR Section 15496(a)(2). In addition, prior year districtwide and schoolwide expenditures on special education services may be included, provided all the requirements applicable to such as described above are met. Such expenditures could be considered “prior year expenditures” and included in the required calculation of the MPP. But, in addition, expenditures for special education services that are made available to duplicated and unduplicated pupils generally, without regard to pupils’ unduplicated status nor principally directed towards unduplicated pupils, may not be included in estimating such prior year expenditures under 5 CCR Section 15496(a)(2). These expenditures must be excluded when calculating the MPP for the LCAP year.

In this case, some of the expenditures identified as being included in the $450 million LAUSD identifies as being spent for special education services may, in fact, be special education services provided on the basis of pupils’ unduplicated status or principally directed towards unduplicated pupils. However, based on the information provided and the legal theory articulated by LAUSD in connection with the complaint and appeal, it is not possible to make that determination.

VI. REQUIRED CORRECTIVE ACTIONS

In this case, based on the information provided, LAUSD does not demonstrate that the entire $450 million consists of expenditures on special education services provided to pupils based on their status as unduplicated pupils, in addition to special education services provided to all pupils, as required by 5 CCR Section 15496(b)(2). Based on the above analysis, LAUSD must revise its calculation practice of “prior year expenditures” as set forth in 5 CCR Section 15496(b)(2) to exclude any special education expenditures which are not for expenditures for special education services provided for unduplicated pupils that are in addition to expenditures on services for all special education pupils or identified and described in its LCAP as principally directed towards and effective in meeting the district’s goals for its unduplicated pupils in the state and any local priority areas, and ensure its MPP is consistent with its estimate of “prior year expenditures.”

Under LCFF, stakeholders have a key and critical role in developing goals, actions and services, for all pupils, including unduplicated pupils. (EC Sections 52062 and 52063.) This engagement process provides opportunity for public engagement on appropriate increases or improvements in services for unduplicated pupils as compared to services for all pupils, as well as to ensure the district’s budget makes provision for the services and actions identified in the district LCAP. In addition, the district’s LCAP is required to be annually updated. Stakeholder engagement is also a critical part of this updating process, which must review progress on the LCAP goals, assess the effectiveness of actions towards reaching those goals, and identify and describe expenditures for unduplicated pupils. (EC Sections 52061 and 52062.) Furthermore, as described above, LCFF imposes a proportional increase or improvement in services for
unduplicated pupils as opposed to a “dollar-for-dollar” spending requirement. In light of these circumstances, any changes that could be required to the district's LCAP as a result of the required action must be arrived at with stakeholder engagement. To allow for thoughtful and meaningful engagement, the statutory purposes are best achieved by requiring full implementation no later than 2017–2018.

However, the CDE urges LAUSD to recalculate its prior year expenditures and MPP immediately and consider whether it may count a portion of the $450 million or identify other services that are principally directed to unduplicated students towards meeting its MPP rather than making significant budget adjustments. In future years, LAUSD must calculate MPP consistent with the above analysis, and reflect that MPP in its LCAPs, for so long as 5 CCR Section 15496(b)(2) is applicable.

VII. CONCLUSION

The CDE has investigated the complaint initially filed on September 9, 2015, with the Los Angeles Unified District. This district is required to implement the Required Corrective Actions. The CDE will monitor LAUSD's compliance with the required actions of this report for two years from LAUSD’s receipt of this report. The CDE is ready to work with all stakeholders to thoughtfully carry out the corrective actions specified in this report and minimize any potential negative impact to the provision of services to LAUSD students.

This report, as clarified, constitutes the decision on reconsideration pursuant to 5 CCR Section 4665, and as such is the final administrative determination on the complaint.
VIII. APPENDIX 1: EXHIBITS

Exhibit A: Original Complaint

Exhibit B: District Report of Findings

Exhibit C: Appeal Letter

Exhibit D: LAUSD 2015–16 Local Control and Accountability Plan

Exhibit E: LAUSD Special Education Expenditures in SACS Resource 6500
Exhibit A: Original Complaint
September 9, 2015

Julie Hall-Panameno, Director
Educational Equity Compliance Office
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Superintendent Ramon Cortines
Office of the Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave., 24th Floor
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ramon.cortines@lausd.net

Via E-Mail and U.S. Mail

Re: Uniform Complaint Procedure Complaint Re Superintendent Cortines and LAUSD’s Failure to Comply with Legal Requirements Pertaining to LCAP

Dear Ms. Hall-Panameno,

We submit the following Uniform Complaint Procedure (“UCP”) complaint on behalf of Ms. Reyna Frias and Community Coalition of South Los Angeles (“Community Coalition”) regarding Los Angeles Unified School District and Superintendent Cortines’s (collectively “LAUSD”) failure to comply with the legal requirements pertaining to its Local Control and Accountability Plan (“LCAP”). Specifically, LAUSD has violated its legal obligations under Education Code § 42238.07 and 5 C.C.R. § 15496 by including special education spending as part of its estimate of prior year expenditures for services for foster youth, low income students, and English learners (collectively “High Need Students”) in its 2014-15 and 2015-16 LCAPs.

We have brought the issues in this complaint to the district’s attention through multiple letters and conferences and most recently in a legal complaint filed with the LA Superior Court on July 1, 2015. LAUSD filed a demurrer on the ground that Ms. Frias and Community Coalition cannot seek judicial relief until they exhaust the administrative remedies provided under section 52075 of the Education Code and file a complaint pursuant to the UCP. While we do not believe that filing a UCP complaint is a prerequisite to filing our lawsuit, out of an abundance of caution and because of the considerable delay before we expect the Court to reach a decision on
the district’s demurrer motion, we now file this UCP complaint. Given our prior dealings with the district in attempts to resolve this matter, we maintain that the filing of this complaint is not mandatory and is futile, as we do not expect it to change the district’s clear refusal to correct its erroneous calculations in its LCAP and ensure that it increases and improves services for High Need Students in accordance with LCFF regulations.

As a result of this error in LAUSD’s LCAP, the district deprived High Need Students of roughly $126 million in increased or improved services in Fiscal Year 2014-15 and roughly $288 million in increased or improved services in FY 2015-16. Over the course of LCFF implementation, LAUSD’s improper inflation of its baseline starting point of supplemental and concentration funding will deprive High Need Students of more than $2 billion in increased or improved services between now and FY 2020-21, and $450 million in services every year thereafter.

Accordingly, we request that LAUSD revise its 2015-16 LCAP to remove special education funding as part of its prior year spending for High Need Students and revise its proportionality calculation to ensure that the district spends the proper amount of money on increased and improved services for High Need Students.

We initially brought this error to LAUSD’s attention in April 2014 when LAUSD released the first draft of its proposed 2014-15 LCAP. We subsequently engaged in negotiations for over a year with LAUSD personnel to attempt to resolve the dispute, but the district refused to amend its LCAP to comply with its obligations under the Education Code and relevant regulations. We also sent a letter to the District in December 2014 on behalf of Ms. Frias and Community Coalition raising these same issues. On July 1, 2015, we filed a Petition for Writ of Mandate in Los Angeles Superior Court (No. BS 156259) (the “Action”), which included the same claims we are asserting in this UCP complaint. A copy of the Petition is enclosed as Attachment 1 for your reference.

Because we have already discussed these issues at length with LAUSD and the district has made clear that it will not amend its LCAP, and because none of the underlying facts are in dispute, we trust that LAUSD will be able to conclude its investigation and render a decision in an expeditious manner.

I. Complainants

Ms. Reyna Frias is the mother of two children, both of whom attend public schools in LAUSD. Ms. Frias’s youngest child is a third grade student and is classified as an English learner. He also receives special education services to address a speech or language impairment. Ms. Frias’s oldest child is a seventh grade student. Both of Ms. Frias’ children are eligible to receive a free or reduced-price meal and thus qualify as low-income students.1

Community Coalition is a non-profit organization that works to transform the social and economic conditions in South Los Angeles that foster addiction, crime, violence and poverty.

1 For more information regarding Ms. Frias or her children, please contact counsel listed on this letter.
For purposes of investigating this complaint and reporting any findings or decision, both complainants can be contacted through counsel listed on this letter.

II. Attempts to Resolve the Dispute with LAUSD Personnel

LAUSD released a proposed LCAP in early April 2014 that included in its calculation of prior year expenditures for High Need Students approximately $450 million of expenditures for special education services. Attorneys from Public Advocates and the ACLU reached out to LAUSD staff within days of this release to discuss the improper inclusion of special education expenditures and informed LAUSD’s chief operating officer that its proposal would violate the regulation.

On June 6, 2014, Public Advocates and the ACLU contacted LAUSD’s then-Superintendent John Deasy by letter, copying staff at LACOE involved in reviewing LCAPs, and cautioned the District that its “improper inclusion of special education funding as part of its estimate of prior year (FY 2013-14) services for unduplicated pupils . . . resulted in a significant under-calculation of the funds allocated to ‘increase or improve services for unduplicated pupils’ in the district’s LCAP.” Public Advocates and the ACLU requested that the district remove the $450 million in special education expenditures from its estimate of prior year services for High Need Students, and increase the proposed supplemental and concentration spending for FY 2014-15 accordingly.

In response, on June 13, 2014, counsel for LAUSD stated that the District “believes it is justified in its approach” but failed to explain the basis for this belief other than to state that the LCFF expenditure regulations “do not preclude the District from including special education expenditures as part of the prior year services for unduplicated pupils.” Two weeks later, the LAUSD Board of Education adopted the draft LCAP, which included the inflated and incorrect figures. On September 5, 2014, LACOE approved LAUSD’s LCAP without modification.

On December 19, 2014, on behalf of the complainants, Public Advocates and the ACLU sent a letter to LAUSD’s new interim Superintendent, Ramon Cortines to “reiterate [their] serious concerns regarding LAUSD’s Local Control and Accountability Plan (LCAP) and to advise you that we will pursue legal action” unless “LAUSD . . . agree[s] immediately to correct the decision to impermissibly include special education services as prior year spending on unduplicated students in LAUSD’s initial LCAP.”

Between January and July 2015, Public Advocates and the ACLU conducted various meetings and telephone calls with LAUSD personnel—including Gregory McNair, the district’s Chief Business & Compliance Counsel, and Megan Reilly, the district’s Chief Financial Officer—in a final attempt to convince LAUSD to revise its LCAP to comply with the Education Code and regulations. During these negotiations, LAUSD continued to refuse to amend its LCAP to allocate the correct amount of supplemental and concentration funds to increase and improve services for High Need Students. On June 23, 2015, LAUSD’s Board of Education approved the 2015-16 LCAP, which again included the erroneous prior year expenditure calculation and deprived High Need Students of hundreds of millions of dollars in increased and improved services.
On July 1, 2015, Public Advocates, the ACLU, and Covington & Burling LLP filed the Action in Los Angeles Superior Court on behalf of Ms. Frias and Community Coalition alleging that LAUSD violated its mandatory duties to use appropriate supplemental and concentration funds to increase or improve services for High Need Students in accordance with Education Code § 42238.07 and 5 C.C.R. § 15496. On August 3, 2015, LAUSD filed a demurrer, arguing that the plaintiffs were required to exhaust administrative remedies by filing a UCP complaint with the relevant governmental entities before filing suit.²

III. Basis for the UCP Complaint

The Local Control Funding Formula (“LCFF”) requires school districts to “increase or improve services for [High Need Students] in proportion to the increase in funds apportioned on the basis of the number and concentration of [High Need Students] in the school district[.]” Educ. Code § 42238.07. In early February 2014, the emergency regulations for implementing LCFF went into effect and are set forth in 5 C.C.R. §§ 15494-97. To ensure the requisite proportional increase in services for High Need Students, the regulations set forth a duty for school districts to engage in a seven-step process to “determine the percentage by which services for [High Need Students] must be increased or improved above services provided to all pupils” in a fiscal year. 5 C.C.R. § 15496(a).

The proportionality calculation is at the heart of LCFF’s equity requirement that school districts must increase or improve services for High Need Students in proportion to the additional dollars those students generate. See Educ. Code § 42238.07; 5 C.C.R. § 15496(a). The second step requires school districts to estimate the expenditures of supplemental and concentration funding in the initial “prior year” (i.e., FY 2013-14) and every prior year thereafter. Under the second step of the calculation, school districts may only count as prior year expenditures “funds expended by the LEA on services for [High Need Students] in the prior year that is in addition to what was expended on services provided for all pupils.” 5 C.C.R. § 15496(a)(2). The regulation thus distinguishes between two types of spending: (1) spending on services for High Need Students and (2) spending on services for all students.

The LCAP that LAUSD’s Board of Education approved for FY 2014-15 violates the Education Code and regulations because it includes $450 million in special education spending as part of the $700 million it claimed as prior year services for High Need Students. Special education services cannot be counted as spending on prior-year expenditures on services for High Need Students because these services are available to all students—regardless of whether

² To be clear, we do not agree that filing a UCP complaint is a prerequisite to challenging LAUSD’s LCAP through litigation. Neither the statute setting forth the LCFF UCP complaint procedure nor its legislative history evidences an intent by the legislature to make the regulatory process the exclusive recourse to vindicate rights. See, e.g., Kemp v. Nissan Motor Corp., 57 Cal. App. 4th 1527, 1531 (1997). Further, it is unnecessary to file a UCP complaint to LAUSD or the State Superintendent of Public Instruction based on these claims because such a complaint would be both futile and inadequate. See Huntington Beach Police Officers Ass’n v. City of Huntington Beach, 58 Cal. App. 3d 492, 499 (1976); Unfair Fire Tax Comm. v. Oakland, 136 Cal. App. 4th 1424, 1430 (2006). We reserve all rights to continue to assert the non-applicability of exhaustion to the pending Petition for Writ of Mandate. Nonetheless, we are filing this UCP complaint to obviate the need to litigate the demurrer in the interest of judicial economy and to conserve the resources of all parties in this Action.
they are low-income, English Learners, or foster youth—who are eligible to take advantage of special education services under the Individuals with Disabilities Education Act, 20. U.S.C. § 1400 et seq. All pupils may request an Individual Education Plan to seek special education services, and the district must provide such services to all who qualify, regardless of whether they are High Need Students. Thus, dollars spent on special education services are not expenditures on services targeted for High Need Students and may not be counted as a prior year expenditure for High Need Students.

Moreover, LAUSD was already required to provide special education under federal and state law. Continuing to provide what LAUSD was already obligated to provide to each eligible student cannot plausibly be viewed as an “increase or improvement” in services.

This error has already had, and will continue to have, a significant detrimental impact on the amount of services High Need Students in LAUSD receive. As a result of the error in LAUSD’s 2014-15 LCAP, the district shortchanged High Need Students $126 million in increased or improved services in FY 2014-15. On June 23, 2015, LAUSD’s Board of Education approved the district’s 2015-16 LCAP, which included the same erroneous prior year expenditure calculation. During FY 2015-16, this miscalculation will deprive High Need Students of $288 million on programs counting towards its goal for increasing and improving services for High Need Students. This deficit to High Need Students will continue to build year after year until it grows to $450 million annually at full implementation (projected for FY 2020-21). Altogether, LAUSD’s inclusion of special education expenditures as a prior year expenditure will cost High Need Students—including Ms. Frias’s children and the constituents Community Coalition serves—over $2 billion in increased or improved services between now and FY 2020-21.

(continued on next page)
IV. Remedy Requested

For the reasons described in this UCP complaint, we request that LAUSD revise its 2015-16 LCAP to remove special education funding as part of its prior year spending for High Need Students and revise its proportionality calculation and its LCAP to ensure that it spends the appropriate amount of money on increased and improved services for High Need Students in FY 2015-16 and in future years. For any questions related to this complaint or to contact the complainants, please contact the attorneys listed below.

Sincerely,

John Affeldt
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Los Angeles, CA 90067-3044  
(858) 678-1803  
lmuschamp@cov.com

Enclosure
Exhibit B: District Report of Findings
November 9, 2015

Mr. Victor Leung
Staff Attorney
ACLU of Southern California
1313 West 8th Street, Suite 200
Los Angeles, CA 90017

Re: Uniform Complaint Procedures (UCP) Case # UCP-029-15/16
Parent and Non-Profit Organization

Dear Mr. Leung,

The Los Angeles Unified School District (the District) has completed its investigation of the above-referenced complaint alleging that LAUSD violated its legal obligations under Education Code § 42238.07 and 5 C.C.R. § 15496 by including special education spending on foster youth, low income students, and English learners (collectively "High Need Students") as part of its estimate of prior year expenditures for services for High Need Students in its 2014-15 and 2015-16 LCAPs. Enclosed is a copy of the final report that includes details of the investigation, conclusions, and, if necessary, corrective actions.

Please be assured of the confidential treatment of this complaint and accompanying report. Information is only being provided to those persons within the District on a need to know basis within the confines of the District’s reporting procedures and investigative process. You are advised that the District prohibits retaliation against you or anyone who files a complaint, anyone who requests an appeal or anyone who participates in any complaint investigation process. You are also advised that civil law remedies may be available to you.

**Appeal Information**

If you disagree with the findings and conclusions presented to you by this office you have the right to appeal within fifteen days of the receipt of this letter. Such an appeal should specify the reason for appealing the decision. A copy of the original complaint and a copy of this report should be included. Send your appeal to:
California Department of Education  
1430 N Street  
Sacramento, CA 95814

If you have any questions or need more information pertaining to the complaint process or the enclosed report, please feel free to call me at (213) 241-7682.

Sincerely,

Julie Hall-Panameno, Director  
Educational Equity Compliance Office

C: Sharyn Howell, Associate Superintendent, Division of Special Education  
Megan Reilly, Chief Financial Officer, Los Angeles Unified School District  
John Walsh, Deputy Chief Financial Officer  
Nargis Merchant, Deputy Budget Director, Budget Services & Financial Planning Division  
Tony Atienza, Director, Finance Policy  
Cheryl Simpson, Director, Budget Services & Financial Planning Division  
Nirupama Jayaraman, Asst. Budget Director, Budget Services & Financial Planning Division  
Pedro Salcido, Accountability Advisor, Office of Government Relations  
Edgar Zazueta, Chief of External Affairs  
Vibiana Andrade, General Counsel, Los Angeles County of Education  
Gregory McNair, Chief Business & Compliance Counsel  
Mary Kellogg, Assistant General Counsel  
Sungyon Lee, Assistant General Counsel  
Gregory Luke, Attorney, Strumwasser & Woocher LLP
Los Angeles Unified School District  
Uniform Complaint Procedure Case #UCP-029-15/16  
Parent and Non-Profit Organization

Background:

In 2013, the Legislature adopted a comprehensive reform of the rules governing the financing of schools in California, known as the Local Control Funding Formula ("LCFF"). The LCFF directs state funding to schools under three new "grants" (base, supplemental, and concentration) and delegates broad discretion over the spending of those funds to local educational agencies. The Legislature set a long-term target for the increased funding of public education throughout California and provided for yearly incremental increases in spending over the course of five fiscal years to reach the ultimate LCFF funding goal.

The LCFF provides that schools districts, charter schools, and county offices of education must generate Local Control Accountability Plans ("LCAPs") for each fiscal year during the period leading up to the full funding of the LCFF. The Legislature did not itself enact rules governing the contents of LCAPs, but instead delegated authority to the State Board of Education to adopt appropriate regulations to ensure that local educational agencies would increase and improve services for unduplicated pupils — i.e., foster youth, English learners, and low-income pupils — in proportion to the supplemental and concentration dollars those students generate during the intervening years leading up to the full funding of LCFF. To that end, the regulations governing LCAPs, codified at Cal. Code Regs., tit., 5, §§ 15494-15497.5, require local educational agencies to "[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils" as part of the calculation of "the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils" in each fiscal year. (Cal. Code Regs., tit. 5, § 15496, subd. (a) [emphasis added].)

The LCAP regulations grant schools that serve high concentrations of unduplicated pupils the highest level of flexibility in demonstrating compliance with these "proportionality" requirements, in recognition of the special expertise those schools have acquired in the provision of education to high needs students. (Cal. Code Regs., tit. 5, § 15496, subd. (b).) The Los Angeles Unified School District ("LAUSD" or "the District") serves, by far, the largest aggregation of pupils of any school in the state, over 84% of whom are unduplicated. After consultation with the counsel and staff of the State Board of Education, LAUSD issued its initial LCAP in June of 2014, identifying over $700 million of varied LCFF expenditures on services for unduplicated pupils, which figure included $450 million of District general fund expenditures on Individualized Education Programs for the many thousands of unduplicated pupils who also meet the eligibility criteria to receive Special Education services under federal and state law. On
September 5, 2014, the Los Angeles County Office of Education ("LACOE") approved the initial LAUSD LCAP.

On or about July 1, 2015, Complainants filed a lawsuit against LAUSD and LACOE (the "Petition") seeking a writ of mandate and declaratory relief to remedy alleged District violations of the LCFF and the LCAP regulations arising from the inclusion of Special Education expenditures in the calculation of prior-year expenditures under section 15496. LAUSD demurred to the Petition on the ground that Complainants had failed to exhaust the administrative remedies provided in the LCFF for stakeholders aggrieved by any aspect of an LCAP, which include appeal to the State Superintendent of Public Instruction. (Educ. Code, § 52075.) In response, the Complainants filed the subject Complaint, reserving their argument that exhaustion was not required. The Complaint attaches and incorporates the Petition.

Policy/Authority:

- Title 5, Code Cal. Regs., §§ 15494-15497.5
- Education Code §§ 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001.

Method of Investigation:

- The investigation was conducted at the direction of Julie Hall-Panameño, Director of the Educational Equity Compliance Office. Information was gathered from interviews to investigate the allegations made in the complaint. Additionally, the correspondence between the counsel for Complainants and counsel for the District that preceded the filing of the Petition and the instant Complaint was reviewed.

- Persons interviewed:
  - Megan Reilly, Chief Financial Officer, LAUSD
  - John Walsh, Deputy Chief Financial Officer
  - Tony Atienza, Director, Finance Policy
  - Cheryl Simpson, Director, Budget Services & Financial Planning Division
  - Nargis Merchant, Deputy Budget Director, Budget Services & Financial Planning Division
  - Nirupama Jayaraman, Assistant Budget Director, Budget Services & Financial Planning Division
  - Pedro Salcido, Accountability Advisor, Office of Government Relations
  - Sharyn Howell, Associate Superintendent, Division of Special Education
  - Edgar Zazueta, Chief of External Affairs
Allegation(s):

The Complainant alleges that LAUSD has violated its legal obligations under Education Code section 42238.07 and title 5, section 15496 of the California Code of Regulations by including special education spending on foster youth, low income students and English learners in its estimate of prior year expenditures on services for unduplicated pupils in its 2014-15 and 2015-2016 LCAPs. There does not appear to be any difference between the allegations of the Complaint and the allegations of the antecedent Petition filed by Complainants in the Superior Court of Los Angeles County.

Legal Framework:

The relevant provision of the Code of Regulations on which Complainants rely directs local agencies to do the following when preparing an LCAP each fiscal year:

“[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.” (Cal. Code Regs., tit. 5, §15496, subd. (a)(2).)

Notably, this regulation does not require local agencies determine the actual expenditures on services for unduplicated pupils in any given fiscal year, but rather to “estimate the amount” of such expenditures. Complainants contend that LAUSD violated this regulation by including that portion of LCFF funding budgeted for the Individualized Education Programs provided to unduplicated pupils in its LCAP estimate of prior year spending.

Complainants also claim that the District has violated Education Code section 42238.07. However, that statute does not impose any duties upon local educational agencies, but rather comprises a directive to the State Board of Education. In its entirety, it reads:

(a) On or before January 31, 2014, the state board shall adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 2574, 2575, 42238.02, and 42238.03. The regulations shall include, but are not limited to, provisions that do all of the following:

(1) Require a school district, county office of education, or charter school to increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and
concentration of unduplicated pupils in the school district, county office of education, or charter school.

(2) Authorize a school district, county office of education, or charter school to use funds apportioned on the basis of the number of unduplicated pupils for schoolwide purposes, or, for school districts, districtwide purposes, for county offices of education, countywide purposes, or for charter schools, charterwide purposes, in a manner that is no more restrictive than the restrictions provided for in Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.).

(b) The state board may adopt emergency regulations for purposes of this section.

The Complaint does not identify any specific element of this statute that LAUSD is alleged to have violated, or any clear, present ministerial duty imposed by this statute on LAUSD. Complainants reference this statute solely as authority for the proposition that “school districts must increase or improve services for High Need Students in proportion to the additional dollars those students generate.” (Complaint, at p. 4.) Because a statute expressly and solely directed at the State Board of Education does not impose duties upon local educational agencies, this statute does not provide authority for the issuance of a writ or declaratory relief against LAUSD, but, at most, may provide an interpretive aide if the regulations adopted by the State Board of Education are determined to be ambiguous.

Findings:

(1) **Special Education is not a Service Provided to All Students.**

a. Special Education is provided only to pupils who satisfy detailed criteria regarding recognized disabilities and who are not subject to specific exclusionary factors.

The Individuals with Disabilities Education Improvement Act (“IDEA”), codified at 20 U.S.C. § 1400 et seq., imposes duties on states and local educational agencies to provide an Individualized Education Program (“IEP”) to students who meet the specific eligibility requirements. According to the IDEA, Special Education services are by definition not services provided to all students. Special Education services are intended for students with disabilities who do not meet the criteria for an IEP. Special Education services are provided to students who have been determined to have a disability and who require specially designed instruction to meet their unique needs. Special Education services are intended to address the unique needs of students with disabilities, and are designed to help students make progress in the general education curriculum. Special Education services are provided in a variety of settings, including regular classrooms, resource rooms, and special education classrooms. The IDEA contains multiple parts. Direct services to children are codified in Parts B and C of the IDEA. Part B of the IDEA covers school aged children (ages 3-22). Part C of the IDEA covers infants and toddlers (ages birth to 3). In California, Part B IDEA services are carried out primarily by local educational agencies, such as the District; Part C IDEA services are carried out primarily by regional centers. (Educ. Code, § 56001; Gov. Code § 95004; see also, Educ. Code, §§ 56000 et seq. and Gov. Code, §§ 95000 et seq.) While California school districts may...
to all students, but rather specialized services provided to individual students who have qualifying disability and satisfy the related test for eligibility. In 2013-2014, only 12 percent of LAUSD’s student population qualified to receive some form of specialized instruction or assistance under an IEP.

Only children of certain ages, with qualifying disabilities who, by reason thereof, require special education intervention are eligible for and entitled to services under the IDEA. (See, 20 U.S.C. § 1400 (3) [definition of “child with a disability”].) Special education eligibility is limited in many ways, including by (1) qualifying disability, (2) need for special education, and (3) age.

The first limiting criterion is qualifying disability. In order to qualify as a “child with a disability” under IDEA the student must first meet the definition of one or more of the categories of disability eligibility. These include: intellectual disability, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, and (for certain age groups) developmental delay. (20 U.S.C. § 1400 (3)(A)(i); see also, Educ. Code, § 56026 (a).)

It is important to note that some children may have a qualifying disability but, regardless, may still be ineligible for special education under the IDEA. This second exclusionary factor dictates that disability, or even diagnosis of a disability, is insufficient in and of itself to qualify a child for special education services under the IDEA. Rather, a child must demonstrate a need for special education and related services. (20 U.S.C. § 1400 (3)(A)(ii).) California law further explains this standard as a child whose disability (or impairment) “requires instruction and services which cannot be provided with modification of the regular school program.” (Educ.

have some limited involvement in Part C IDEA services, this response addresses only Part B IDEA services.

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2 A diagnosis of a potentially disabling condition is “neither required nor sufficient” to establish eligibility under the IDEA. (Lakeside Joint School District, (OAH 2010), Case No. 2009090504.)

3 “Special education” itself is narrowly defined by California law as something above and beyond what is available in the regular school program. Education Code section 56031 defines “special education” as “specially designed instruction ... to meet the unique needs of individuals with exceptional needs.” In addition, certain related services are specifically defined as special education, including: speech and language pathology services, travel training, and vocational education. (Educ. Code, § 56031, subd. (b); see also 34 C.F.R. § 300.39(2).) A child who needs only a related service which is not otherwise classified as “special education” will not meet IDEA eligibility criteria. (34 C.F.R. § 300.8 (2).)
As the Ninth Circuit has confirmed, a child will not be eligible for special education, even with a qualifying disability, if the impact of the disability can be addressed through regular education programming. (Hood v. Encinitas Union Sch. Dist., 486 F.3d 1099 (9th Cir. Cal. 2007)).

Even where a need for specialized services is indicated, exclusionary factors may still prevent special education eligibility under the IDEA. To wit, a child will not be eligible for services under the IDEA if the need for special services is due to either of the following: (a) limited English proficiency; (b) lack of appropriate instruction in reading or math; (c) temporary physical disability; (d) social maladjustment; or, (e) environmental, cultural, or economic factors. (34 C.F.R. § 300.306 (b)(1); see also Educ. Code § 56026, subd. (e).) For example, a student with ADHD was found not to be eligible for special education during a period of time when it was reasonable to conclude that his school issues were caused primarily by his unstable home life, rather than a qualifying disability and/or the impact of his ADHD. (Oceanside Unified School District, (OAH 2010) Case No. 2010071003.) The exclusionary factor related to limited English proficiency is quite significant in the context of the instant Complaint. If Special Education services were indeed a “service provided to all pupils” then all English learner unduplicated pupils would necessarily qualify for Special Education. The fact that the IDEA expressly prohibits any such conclusion amply demonstrates that Special Education services are not “services provided to all pupils.”

Finally, the third broad factor which could limit a disabled child’s eligibility for special education under the IDEA is age. Part B of the IDEA narrowly defines qualifying students as those “between the ages of 3 and 21.” (20 U.S.C. § 1412 (a)(1)(A); Educ. Code, § 56026 subd. (c).) Further, even within this age span, other limitations apply, as follows:

- Children incarcerated in an adult correctional facility who were not identified as a “child with a disability” or did not have an individualized education program (the plan implementing special education) prior to incarceration will be ineligible for services under the IDEA. (20 U.S.C. § 1412 (a)(1)(B); Educ. Code, § 56040.)

- Children who have received a regular high school diploma will be ineligible for services under the IDEA. (20 U.S.C. § 1414 (c)(5)(B)(i); 34 C.F.R. § 300.102 (a)(3)(i); see also Educ. Code, § 56026.1.)
Children who did not receive special education prior to their 18th birthday will not be eligible for services under the IDEA. (20 U.S.C. § 1412 (a)(1)(B)(i); Educ. Code, § 56026.)

Special education eligibility is not conferred lightly. In order to qualify, a child must first undergo an extensive formal assessment of his/her abilities and needs. (20 U.S.C. § 1414 (b).) With that information, a team of qualified professionals, along with the child’s parents, then determine whether the assessment and other data warrant a finding of IDEA eligibility. (20 U.S.C. § 1414 (d)(1)(B).)

b. Special Education personnel are not permitted to provide services to the general student population.

Both federal and state law prohibit the instructors, assistants, and therapists that provide Special Education services to LAUSD pupils from providing services to general education students. Special Education service providers are not certified to operate as teachers in LAUSD classrooms, as recognized in the collective bargaining agreement between LAUSD and the United Teachers of Los Angeles ("UTLA").

Special Education teachers, including Resource Specialists ("RSP") and Special Day Program providers ("SDP") are funded and allocated to provide services according to stated caseloads and norms, in accordance with the services listed on a students’ Individualized Education Program. Certificated assignments for RSP teachers are based on caseload allocations and guidelines referenced in Education Code section 56362. SDP teacher allocations are determined based upon norms negotiated with UTLA. These teachers are assigned solely for the purpose of improving performance outcomes for students with disabilities.

Special Education teachers, trainees, and assistants may not be allocated for teaching non-disabled students, nor may they be re-allocated during the school day for non-special education responsibilities. They may not serve as coordinators, coaches, athletic directors or other non-special education instructional assignments during the school day. They are required to directly support the instructional program for students with disabilities during the entire school day.

If a school wishes to assign a Special Education teacher to act as a coordinator, coach, or perform any other such duties not related to Special Education, the school must budget for this position through grants or other funding sources. It is a misuse of Special Education resources to assign personnel funded to support the instructional program for students with disabilities to any other duties.
(2) LAUSD PROPERLY ESTIMATED ITS PRIOR-YEAR SPECIAL EDUCATION SPENDING ON UNDUPPLICATED PUPILS

a. The LCFF Calculation

The District’s General Fund contribution to Special Education (net of the Revenue Limit and affiliated charters) was estimated at $653.4 million for 2013-14 and $633.9 million for 2014-15. Seventy nine percent (79%) of the District’s students with disabilities are identified as low income, English learners, or foster youth. The District identified the subset of Special Education programs that benefit these targeted student populations and applied 79 percent to the expenditures of those programs to estimate the share that would benefit these high needs students. This calculation totals to $449.88 million for 2013-14 and 2014-15, thereby reflecting the estimated share of General Fund expenditures for services that benefit low income, English learners, or foster youth with an Individualized Education Program. In addition to this amount, $22.2 million was allocated in supplemental funds for Special Education teachers and assistants in 2014-15, and an additional $3 million for anticipated cost increases.

These expenditures include initiatives addressing integration of students with disabilities into general education settings, and reducing disproportionality among subgroups identified for special education. Furthermore, the District has increased support services to advance the academic achievement of every English Learner with Disabilities (ELD). The District aligns IEPs with the English Learner Master Plan for each English learner with disabilities. Each IEP is required to include goals for English proficiency, and the ELD present level of performance for each student.

b. Budget and Expenditures used in the Initial Prior Year for 2013-2014

Table 1 shows that the District’s Maintenance of Effort (MOE) for Special Education was $1.5 billion in 13-14. This includes $178 million in unassigned support costs, known as PCRA. In addition, expenditures in General Fund programs that support Special Education, including administrative and transportation costs, amounted to $25 million for that year. This reflects a grand total of $1.6 billion in expenditures. The LCFF supplemental amount of $449.88 million reflects only 28.9 percent of these expenditures.

<table>
<thead>
<tr>
<th>Table 1: MOE and Support to Special Ed Expenditures</th>
<th>Amount, 13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCRA*</td>
<td>$177,894,430</td>
</tr>
<tr>
<td>Special Ed Portion of MOE</td>
<td>$1,354,331,202</td>
</tr>
<tr>
<td>Total MOE</td>
<td>$1,532,225,632</td>
</tr>
<tr>
<td>Expenditures in Programs that Support Special Ed**</td>
<td>$25,401,341</td>
</tr>
<tr>
<td>Grand Total, MOE and Support to Special Ed Prog</td>
<td>$1,557,626,973</td>
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</tbody>
</table>

*The MOE calculation includes an amount for the Program Cost Report Allocation. Procedure 910 of the California School Accounting Manual provides a method of
distributing unassigned support costs to different user programs such as special education. The calculation is performed in state provided SACS software.

**These are expenditures in Programs 13232 and 13233. They are part of the General Fund and are not included in the MOE.

Note: Special Ed Portion of MOE also includes Specially Funded Programs. The MOE is calculated using all expenditures in SACS Goal 5000.

Table 2 shows that the District’s Special Education program had an authorized budget of $1.36 billion and expenditures of $1.34 billion. This excludes amount for Specially-Funded Programs and General Fund programs that support Special Ed.

<table>
<thead>
<tr>
<th>Table 2: Special Education Budget and Expenditures</th>
<th>Amount, 13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized CM0 Budget</td>
<td>$1,361,780,338</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$1,335,666,481</td>
</tr>
<tr>
<td>Difference, Budget Less Expenditures</td>
<td>$26,113,857</td>
</tr>
</tbody>
</table>

Note: Excludes Specially-Funded Programs and General Fund programs that support Special Education.

Table 3 shows Special Education revenues for 2013-14.

<table>
<thead>
<tr>
<th>Table 3: Special Education Revenues</th>
<th>Amount in Millions, 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Revenues</td>
<td>$110.9</td>
</tr>
<tr>
<td>State Revenues</td>
<td>$353.2</td>
</tr>
<tr>
<td>Local Revenues</td>
<td>$0.1</td>
</tr>
<tr>
<td>SELPA Charter Schools Revenue</td>
<td>$59.7</td>
</tr>
<tr>
<td>Contribution-Unrestricted Programs</td>
<td>$727.6</td>
</tr>
<tr>
<td>Contribution-Fair Share</td>
<td>$11.4</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$1,262.9</td>
</tr>
</tbody>
</table>

Note: Excludes Specially-Funded Programs and General Fund programs that support Special Education.

The District’s General Fund contribution to Special Education (net of the Revenue Limit and of affiliated charters) was estimated at $653.4 million for 2013-14. Of this amount, supplemental and concentration funds was estimated at $449.88 million and base funds was estimated at $203.5 million.

c. Identifying Unduplicated Pupils who Receive Special Education Services

The table below shows how LAUSD determined that 79% of its students who receive Special Education services are unduplicated pupils. It first matched the 2012-13 CALPADS file, which was used for the District’s overall unduplicated calculation, to the 2012-13 CASEMIS...
There were 65,589 students with disabilities (SWD) identified on the 2012-13 CALPADS file. Of this count, 61,265 students were identified as not attending affiliated charter schools. (Affiliated charter students must be excluded from the unduplicated calculation as these schools receive their LCFF allocation independent from the District.) Of the 61,265 students with disabilities in CALPADS not attending affiliated charter schools, 48,633 students were identified as being either EL, Foster, or Low-Income. This computes to an unduplicated percentage of 79.38% for LAUSD’s students with disabilities (48,633/61,265).

| Table 4: SWD Identified as Unduplicated Pupils |
|-------------------------------|------------------|
| Count of SWD on CALPADS file, 12-13 | 65,589           |
| Count of SWD on CALPADS file not attending charter schools, 12-13 | 61,265           |
| Count of unduplicated SWD on CALPADS file not attending charter schools, 12-13 | 48,633           |
| Percent unduplicated SWD, 12-13 | 79.38%           |

d. LAUSD excluded from its prior year calculation all categories of Special Education expenditures that did not provide direct services to pupils.

The LCAP regulations broadly define “services”, without limitation, to include “services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instructions and related services.” (Cal. Code Regs., tit., 5, § 15495, subd. (d).) Though the regulations thus clearly permit school districts to include a wide array of expenditures in the calculation of prior-year expenditures on unduplicated pupils, LAUSD conservatively limited the calculation to the major spending groups within Special Education that provide direct services to pupils. As a result, the calculation of Special Education expenditures on unduplicated pupils is substantially smaller than permitted under the regulations.

In fiscal year 2014-2015, the total authorized budget for Special Education services in LAUSD was in excess of $1.4 billion. The District estimated that $633.9 million (net of Revenue Limit and affiliated charters) would be contributed towards this budget from the District’s LCFF general fund. However, the District only counted $566 million of this general fund encroachment towards the estimate of proportionality spending. In other words, despite the broad definition of services in the LCAP regulations, the District did not consider $68 million in Special Education expenditures as potential sources of proportionality expenditures on unduplicated pupils. Of this amount, $33 million was excluded because it related to major group categories of Special Education spending on pre-school and adult student populations. An additional $6.5 million budgeted for the “SPED Career & Transition Program” was excluded because it served pupils from both the K-12 and adult student populations. In other words, the District did not attempt to isolate how much of the expenditures in that major subgroup were
directed to the K-12 pupils that are targets of LCFF funding, but instead took the conservative approach of excluding the major subgroup from the proportionality calculation altogether.

The remainder of the foregone $68 million excluded from proportionality — $34.5 million — comprise major subgroup spending that clearly falls within the regulatory definition of “services” in the proportionality calculations, but that the District conservatively opted to exclude. Specifically, the District excluded from its proportionality calculations the following major group categories of Special Education spending that otherwise satisfy the broad regulatory definition of “services” that may be considered to demonstrate proportionality compliance:

- “SPED Central Office” ($11.15 million);
- “SPED IMA Equipment-Materials” ($4.56 million);
- “SPED Reimbursement Due Process” ($4.26 million);
- “SPED Allocation to Schools for Compliance” ($3.25 million);
- “SPED Program Specialists Certificated” ($2.94 million);
- “SPED IMA Allocation to Schools” ($1.05 million);
- “SPED Least Restrictive Environment Counselors” ($0.65 million); and
- “SPED Temporary Personnel Account” ($0.13 million).

Though all the subgroups comprise “services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instructions and related services” to pupils that is permitted in the proportionality calculations under section 15495, the District opted not to rely on those expenditures to demonstrate proportionality in order to ensure that its proportionality calculations were based upon services geared directly to unduplicated pupils.

e. LAUSD excludes expenditures on services that may involve de minimis contact with general education students from its proportionality calculations.

Finally, the District excludes expenditures on services that may involve de minimis contact between Special Education personnel and the general education population from its proportionality calculations. Specifically, with respect to the five major budget subgroups that fund salaries and health benefits for therapists and specialists who participate in assessments to determine eligibility for Special Education, the District budgets the funding of those activities through other state and federal funding sources, and does not include expenditures on those services in its proportionality calculations.
Analysis:

The Complainants claim that the District's LCAP violates a statute — Education Code section 42238.07 — and a regulation adopted to implement that statute — Cal. Code Regs., tit. 5, § 15496, Subd. (a). As discussed below, the statute in question does not purport to govern the actions of local educational agencies, but is instead a delegation of authority to the State Board of Education to adopt regulations governing LCAPs. The regulation adopted by the SBE pursuant to this delegation of authority addresses the issue raised in the Complaint by requiring local educational agencies to “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils” as part of the calculation of “the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils” in each fiscal year. (Cal. Code Regs., tit. 5, § 15496, subd. (a) [emphasis added].) The regulation does not provide any other guidance regarding this aspect of the proportionality requirement for LCAPs, except insofar as it defines “services” broadly, and without limitation, to include “services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instructions and related services.” (Cal. Code Regs., tit. 5, § 15495, subd. (d).) Thus, the sole source of a potential violation of law referenced in the Complaint is the regulatory requirement that local educational agencies “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils.”

Complainants contend that “Special Education services cannot be counted as spending on prior year expenditures on services for High Needs Students because these services are available to all students . . . who are eligible to take advantage of special education services” and are not “targeted for High Needs Students.” (Complaint, at pp. 4-5 [emphasis added].) But, the LCAP regulations do not employ any of these locutions. The State Board of Education did not exclude services that are “available to all students . . . who are eligible” for those services from the prior-year estimate of unduplicated spending. Nor did it exclude services that are not “targeted for” unduplicated students. To the contrary, section 15496 directs local educational agencies to exclude from the prior year estimate of unduplicated spending only “services provided to all pupils.” Complainants do not address whether Special Education services constitute “services provided to all pupils” under section 15496, but instead introduce language into the regulation that does not exist.

Accordingly, the Complaint presents a single mixed question of fact and statutory interpretation: Are Special Education services “services provided to all pupils” under section 15496 of title 5 of the California Code of Regulations?
As a factual matter, Special Education services are not services provided to all pupils, but rather services provided to individual pupils who are eligible to receive those services. Complainants do not present or identify any evidence to support a factual conclusion that Special Education “services are services provided to all students” or to otherwise contradict the express import of the federal and state laws that set the exacting eligibility criteria for qualified students to receive an Individualized Educational Program. The facts further confirm that the Special Education expenditures counted by the District towards its prior-year estimates of spending are expenditures only on the individual students who have qualified to receive an IEP. Thus, the facts do not support a conclusion that Special Education services are services provided to all pupils.

The only remaining argument suggested in the Complaint is the contention that the Legislature or the State Board of Education intended Special Education services to be exempt from the plain meaning of the phrase “services provided to all students.” Despite numerous requests lodged by the District, Complainants have not identified any authority in the LCFF and its implementing regulations, nor any authority in the relevant legislative and regulatory histories, to support a conclusion that the Legislature or the State Board of Education intended Special Education to be deemed “services provided to all students” despite the plain meaning of that phrase.4

It bears noting that the LCFF, its implementing regulations, and the general law require that the District’s quasi-legislative decisions regarding the interpretation and implementation of section 15496 be accorded the most deferential level of judicial scrutiny. (See, American Coatings Assn., Inc. v. South Coast Air Quality Dist. (2012) 54 Cal.4th 446, 461-462; Khan v. Los Angeles City Employees’ Retirement System (2010) 187 Cal.App.4th 98, 106.) Mandate in this context will only “lie to correct abuses of discretion” and the courts ask whether the public agency’s action was arbitrary, capricious, or entirely lacking in evidentiary support.” (County of Los Angeles v. City of Los Angeles (2013) 214 Cal.App.4th 643, 653-654.).

4 Notably, the correspondence between counsel for LAUSD and counsel for Complainants contains numerous instances in which LAUSD counsel urged the Complainants to identify any statutory, regulatory, or other authority in the legislative history of the LCFF and its implementing regulations that reflects any legislative intent to deem Special Education services “services provided to all pupils” despite the plain meaning of that phrase. Complainants did not identify any such authority, but instead relied solely on arguments that the District’s proportionality calculations violated the “spirit of the LCFF” and arguments that interpolate language into the relevant statutes and regulations that was neither enacted by the Legislature nor adopted by the State Board of Education. LAUSD has not identified any authority to support the claim that the Legislature or the State Board of Education intended Special Education services to be deemed “services provided to all pupils.”
Complainants allege a violation of Education Code section 42238.07, a statute that by its plain language contains only directives addressed to the California State Board of Education, specifically, directives to “adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils.” Standing alone, this statute imposes no clear, present ministerial duties on local educational agencies and, accordingly, no writ of mandate will lie to compel local educational agencies to comply with its terms.

As noted above, the Complaint does not identify any specific term of Education Code section 42238.07 that LAUSD is alleged to have violated. Nor does it articulate how LAUSD could have violated a statute expressly and solely directed at the State Board of Education. Complainants reference this statute solely as authority for the proposition that “school districts must increase or improve services for High Need Students in proportion to the additional dollars those students generate.” (Complaint, at p. 4.) Because the regulations adopted by the Board of Education to govern the LCAP give express effect to this principle, and because Education Code section 42238.07 does not contain any directives regulating the conduct of local educational agencies, that provision does not provide any independent authority for the issuance of a writ of mandate or declaratory relief.

Education Code section 42238.07 may be relevant only to the extent that the regulations adopted by the State Board of Education are ambiguous and properly susceptible to the application of extrinsic aids in support of statutory interpretation. The regulations adopted by the State Board of Education, however, do not admit any ambiguity. Nor are those regulations inconsistent with the Legislative directives set forth in Education Code section 42238.07. In relevant part, the plain terms of the regulations direct local districts to perform two discreet tasks with respect to the calculation of funds expended on services for unduplicated pupils. First, subdivision (a)(2) of section 15496 requires local educational agencies to “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils.” Second, that same provision mandates that “the estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.”

With respect to the first directive, the evidence clearly shows that LAUSD has properly estimated the amount of funds expended on unduplicated pupils in addition to what was expended on services provided to all pupils. Because Special Education services are not services provided to all pupils, but rather services provided to a small subset of the LAUSD student population under conditions that prohibit the comingling of Special Education expenditures and activities with general education expenditures and activities, LAUSD has clearly acted well within its discretion in its implementation of section 15496.
With respect to the second directive, there is no allegation in the Complaint or Petition that the District’s estimated amount of funds is less than the ElA funds expended in 2012-13. Indeed, the District expended $125.2 from ElA funding in 2012-13, a number far below the estimated amounts expended in 2013-14. There is, accordingly, no factual basis to allege a violation of this directive.

**Alleged Violation of Cal. Code Regs., tit. 5, § 15496**

Neither the Complaint nor the Petition points to any express language in any provision of law that prohibits school districts from counting any category of expenditures made from their general fund on unduplicated pupils in the calculation of prior year spending other than “expenditures on services provided to all pupils,” nor to any provision that prohibits school districts from including any category of expenditures in the account of increased and improved spending on unduplicated pupils. (Cal. Code Regs., § 15946, subd. (a)(2).) To the contrary, Complainants infer a prohibition from the allegedly “absurd results” that they claim would ensue if the LCAP is not implemented according to the strictures their legal counsel unsuccessfully advocated before the Legislature and the State Board of Education. In its correspondence with LAUSD’s counsel, counsel to Complainants alternatively asserted that the District’s actions violated the “spirit” of the LCFF.

The LCFF returned control over the decisions regarding school spending to local districts and their stakeholders, replacing the complex web of layered categorical funding programs that had formerly constrained the discretion of local school administrators. Complainants’ contention that the “spirit” of the LCFF prohibits supplantation of the funds that were formerly devoted to spending on unduplicated pupils through categorical mandates appears to be contradicted in both the text and legislative history of the LCFF. The original version of the LCFF, set forth in Senate Bill 69, contained express “do not supplant” provisions in the form of a draft Education Code section 52062.5. The early committee reports on this bill expressly reflect such an intention. But none of this statutory and committee report language, and no similar mandate, survived through the ensuing legislative process. Instead, the Legislature ultimately directed the State Board of Education to adopt regulations that explicitly authorize school districts to use regarding the expenditure of supplemental and concentration funds for “school-wide” and “district-wide” purposes in a manner that “is no more restrictive” than Title 1. (Educ. Code, § 42238.07, subd. (a)(2).) Both the emergency and the final regulations adopted pursuant to this directive consequently outline a more flexible process for ensuring that supplemental and concentration grant funding will be used to benefit unduplicated pupils.

Notably, those regulations grant the highest level of flexibility to school districts, like LAUSD, that already serve high concentrations of unduplicated pupils. When those districts are required to justify demonstrate in the LCAP the proper expenditure of supplemental and concentration grant funds on a districtwide basis, they are not required to “[d]escribe how these
[district-wide] services are the most effective use of the [LCFF] funds to meet the district’s goals for its unduplicated pupils in the state and local priority areas.” (Cal. Code Regs., tit. 5, § 15496, subd. (b)(2)(C) [emphasis added].) Nor are they required to “provide the basis for this determination, including . . . any alternatives considered and any supporting research, experience, or educational theory in defense of their district-wide spending.” (Ibid.) Rather, the regulations permit a school district like LAUSD to expend supplemental and concentration grant funds on a districtwide basis as long as the LCAP describes “how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.” (Id., subd. (b)(1)(B) [emphasis added].)

Likewise, on the input side of the equation, the LCFF funding formula itself recognizes that the education of high concentrations of unduplicated pupils necessarily comports additional expenditures by school districts, above and beyond the standard supplemental expenditures required for unduplicated pupils. Districts receive a supplemental grant based on the number of low-income students, English learners, and foster children they serve. But, districts in which these students make up at least 55 percent of enrollment will be entitled to an additional “concentration” grant, equaling an extra 50 percent of the base grant for each high-needs student above the 55 percent threshold. The purpose of providing an additional per-pupil bonus grant amount for districts with a greater the concentration of high-need students is clear: it is a legislative recognition that the cost of servicing large numbers of unduplicated pupils is not reflected in simply by increasing the additional per-student grant amount, but that the greater concentration of such students makes the costs of servicing those pupils even higher on a per-pupil basis. In other words, the Legislature clearly recognizes that school districts like LAUSD already incur substantial additional costs, and devote substantial additional resources, simply by providing core educational programs to high concentrations of unduplicated students. This express statutory formula, and the concomitant Legislative decision to reject “do not supplant” requirements to restrict the spending of LCFF supplemental and concentrated funds exclusively on unduplicated pupils, together reflect the manifest “spirit” of flexibility contained in the LCFF, particularly regarding school districts that already serve high concentrations of unduplicated pupils.

Because the overwhelming majority of LAUSD’s pupils (84%) are unduplicated, the district-wide core educational program is itself “principally directed towards . . . meeting the district’s goals for its unduplicated pupils.” (Cal. Code Regs., tit. 5, § 15496, subd. (b)(1)(B).) Complainants have nonetheless demanded that $450 million of expenditures on the provision of special education services to unduplicated pupils be removed from the estimate of funds expended on unduplicated pupils that is required in the LCAP subdivision (a)(2) of 5 Cal. Code Regs., § 15496. Complainants’ demands are not supported in the law, nor are they consistent with the core purpose of the LCFF to grant local districts greater discretion over the expenditure of funds on unduplicated pupils.
Conclusions:

Complainants’ legal contentions do not have any support in the law. The plain language of the LCAP regulations directs local educational agencies to “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils.” (Cal. Code Regs., tit. 5, § 15946, subd. (a)(2) [emphasis added].) Special Education are not “services provided for all pupils,” but rather services provided to a small percentage of the student population that qualifies to receive an individualized education program under the requirements set forth in federal and state law. Complainants have not identified any authority in the legislative history of the LCFF or regulatory history of the LCAP regulations that suggests a legislative intent to deem Special Education a service provided to all pupils. Accordingly, LAUSD acted well within its considerable discretion to interpret subdivision (a) of section § 15496 according to its plain meaning.
Exhibit C: Appeal Letter
November 12, 2015

State Superintendent Tom Torlakson
c/o Local Agency Systems Support Office
California Department of Education
1430 N Street
Sacramento, CA 95814
lcff@cde.ca.gov

Via E-Mail and U.S.P.S. Priority Mail

Re: Appeal of Uniform Complaint Procedure Complaint Re Superintendent Cortines and LAUSD’s Failure to Comply with Legal Requirements Pertaining to LCAP

Dear Superintendent Torlakson,

We submit this appeal of the determination of the Los Angeles Unified School District with respect to the Uniform Complaint Procedure (“UCP”) complaint our firms filed on behalf of Ms. Reyna Frias and Community Coalition of South Los Angeles (“CoCoSouthLA”). This appeal is regarding Los Angeles Unified School District and Superintendent Cortines’s (collectively “LAUSD” or the “District”) failure to comply with the legal requirements pertaining to its Local Control and Accountability Plan (“LCAP”).

As discussed more fully in the attached UCP complaint (the “Complaint”), LAUSD has violated its legal obligations under Education Code § 42238.07 and 5 C.C.R. § 15496 by including special education spending as part of its estimate of prior year expenditures for services for foster youth, low income students, and English learners (collectively “High Need Students”) in its 2014-15 and 2015-16 LCAPs. Accordingly, we requested through a UCP complaint that LAUSD revise its 2015-16 LCAP to ensure that the district spends the proper amount of money on increased and improved services for High Need Students.¹

On November 9, 2015, we received the attached determination and report of findings from LAUSD in which the district concludes that the “[c]omplainants’ legal contentions do not

¹ Please find the UCP complaint, dated September 9, 2015, as Exhibit 1 to this appeal. The document may be downloaded electronically at https://www.dropbox.com/s/9pnqojfhbk864k/Att%201%20-%202015-09-09%20LAUSD%20UCP%20Complaint%20re%20LAUSD%20LCAP.pdf?dl=0.
have any support in the law” and thus fails to provide the relief requested by Ms. Frias and CoCoSouthLA in their Complaint.2 We now appeal LAUSD’s erroneous legal determination to the Superintendent and request that the Superintendent correct this misapplication of the law for the reasons described in the attached Complaint. We incorporate all arguments in the attached Complaint into this appeal.

In addition to the bases set forth in the attached Complaint, LAUSD’s response acknowledges several points warranting a determination from the Superintendent in favor of Complainants:

• There are no material facts in dispute here. We assert in the Complaint that “[b]ased on its estimate that 79% of students who received special education services were unduplicated pupils in 2013-14, LAUSD counted approximately $450 million of special education expenses as prior year spending on services for unduplicated pupils.”3 LAUSD concedes in its letter that “[79%] of the District’s students with disabilities are identified as low income, English learners or foster youth” and that the District “identified the subset of Special Education programs that benefit these targeted student populations and applied 79 percent to the expenditures of those programs to estimate the share that would benefit these high need students”—totaling $449.8 million.4 In sum, LAUSD acknowledges it is crediting as baseline prior year supplemental and concentration spending a share of nearly all of its special education “encroachment,” i.e., the general fund special education program costs not covered by federal and state categoricals, proportional to the 79% representation of High Need Students in its special education population.

• The key question is purely one of legal interpretation. As the District emphasizes, at issue is the regulation requiring the district to “[e]stimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils.”5 Yet, LAUSD fails to respond substantively to the Complaint’s arguments that its reading of “services provided for all pupils” to mean only those services provided to precisely “100% of pupils” is unsupported by the regulatory and statutory language; nor does LAUSD respond to the assertion that its reading would lead to absurd results by allowing districts to apply its unduplicated pupil percentage to any program that, “like special education services—are available to all students, but serve only a portion of students, including summer school, after-school programs, sports and other extracurricular activities, counseling and health services, and class-size reduction initiatives . . . to name a few.”6 The District also fails to respond directly to the Complaint’s arguments as to why “special education services” constitute “services provided for all pupils” as opposed to “services for unduplicated pupils.”7

• In addition, LAUSD wholly fails to refute the Complaint’s argument that its practice violates the mandate to “increase or improves services for unduplicated pupils as compared to

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3 Exhibit 1, Attachment 1 (Writ Petition) ¶58; see also id. at ¶73.
4 Exhibit 2 at p.10.
5 Exhibit 2 at p.14 (5 Cal. Code Regs. § 15496(a)).
6 Exhibit 1, Attachment 1 (Writ Petition) ¶¶74-76. See in general
7 Exhibit 1, Attachment 1 (Writ Petition) ¶¶66-73.
services provided to all pupils,” as the statute and regulations require. To “increase” or “improve” means to grow services in “quantity” or “quality.” Because special education expenditures are incurred pursuant to preexisting legal mandates in federal and state law, “and are used to maintain, not increase, legally required services, they cannot be included as expenditures that ‘increase or improves services for unduplicated pupils as compared to services provided to all pupils.’” Accordingly, LEAs are not permitted to subsidize the pre-existing and ongoing costs of delivering Individualized Education Plans (IEPs) required by federal law with LCFF supplemental and concentration funds.

- Indeed, LAUSD concedes that special education services are not “services for unduplicated pupils”—which are the only type of services that may be supported with supplemental and concentration funds. As the District explains, a child will be excluded from special education services for such factors as “limited English proficiency . . ., social maladjustment; or . . . environmental, cultural or economic factors” that may include “unstable home life.” Yet students who face such barriers are precisely the type of students who are targeted as “unduplicated students” under LCFF—English language learners, foster youth and low-income students. LAUSD thus acknowledges that students with disabilities who are receiving special education services do so not because of their unduplicated status, but in spite of that status.

For all the reasons stated here and in the attached Complaint, the District has misapplied the law to deny the Complaint and the Superintendent should overturn LAUSD’s determination. Accordingly, the Superintendent must require the District to revise its 2015-16 LCAP to remove special education funding as part of its prior year spending for High Need Students and revise its proportionality calculation and its LCAP to ensure that it spends the appropriate amount of money on increased and improved services for High Need Students in FY 2015-16 and in future years. For any questions related to this appeal or to contact the complainants, please contact the attorneys listed below.

Sincerely,

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8 5 Cal. Code Regs. § 15496(a).
9 5 Cal. Code Regs. §§ 15495(k) & (l).
10 Exhibit 1, Attachment 1 (Writ Petition) ¶¶86-90.
11 Exhibit 2 at p.8.
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Los Angeles, CA 90067-3044  
(858) 678-1803  
lmuschamp@cov.com

Enclosures
(For the electronic version of this appeal, click on the weblinks below to download attachments.)

Attachment 1: September 9, 2015 UCP Complaint re: LAUSD LCAP
Attachment 2: November 9, 2015 LAUSD Report of Findings re: UCP Complaint
Exhibit D: LAUSD 2015–16 Local Control and Accountability Plan

Click Here for: LAUSD 2015-16 LCAP
Exhibit E: LAUSD Special Education Expenditures in SACS Resource 6500
The below tables identify the programs in SACS Resource 6500 that were included in the LCFF supplemental calculation of $450 million and those that were excluded.

<table>
<thead>
<tr>
<th>Included in Supplemental Calculation</th>
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<tr>
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<td>SPED-ASSISTANT PRINCIPAL ELEMENTARY INSTRUCTIONAL SPECIALIST</td>
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<td>SPED-ASSISTIVE TECHNOLOGY</td>
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<td>SPED-CLERICAL SUPPORT-SPED CENTERS</td>
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<td>SPED-DEAF AND HARD OF HEARING</td>
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<td>SPED-EXTENDED SCHOOL YEAR</td>
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<td>SPED-NON PUBLIC SERVICES</td>
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<td>SPED-NURSING SERVICES</td>
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<td>SPED-OCCUPATIONAL &amp; PHYSICAL THERAPY</td>
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<td>SPED-TEACHER-SPECIAL DAY PROGRAM</td>
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<td>SPED-TEACHER-SUPPL &amp; SUB TIME/RENORMING/PROF DEVELOPMENT</td>
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<tr>
<td>SPED-VISUALLY IMPAIRED</td>
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<th>Excluded from Supplemental Calculation</th>
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<td>SPED-ASSISTANTS-PRESCHOOL</td>
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<td>SPED-CAREER &amp; TRANSITION PROGRAM</td>
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<td>SPED-DONATIONS</td>
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<td>SPED-IMA ALLOCATION TO SCHOOLS</td>
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<td>SPED-PASS THROUGH FOR INDEPENDENT CHARTERS</td>
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<td>SPED-PRESCHOOL PROGRAM SERVICES (INCLUDING ITINERANTS)</td>
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<td>SPED-PROGRAM SPECIALISTS-CERTIFICATED</td>
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<td>SPED-TEMPORARY PERSONNEL ACCOUNT</td>
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October 5, 2018

Cynthia L. Rice, Director of Litigation, Advocacy, and Training
California Rural Legal Assistance, Inc.
1430 Franklin Street, Suite 103
Oakland, CA 94612

Dear Cynthia L. Rice:

Subject: Request for Appeal – Mojave Unified School District
California City Parallel School Advocates, Appellants

The Local Agency Systems Support Office (LASSO) of the California Department of Education (CDE) is in receipt of your request for appeal received on May 8, 2018. You are appealing the Mojave Unified School District’s (District) Decision dated April 23, 2018.

I. Background

The Local Control Funding Formula (LCFF) statute authorizes the filing of an administrative complaint pursuant to the Uniform Complaint Procedures (UCP) to resolve allegations that a local educational agency (LEA)\(^1\), such as a school district, failed to meet the requirements of Article 4.5 [Local Control and Accountability Plans and the Statewide System of Support (52059.5 – 52077.)] (California Education Code (EC) Section 52075; California Code of Regulations, title 5 (5 CCR) Section 4600 et seq.) On December 21, 2017, the California City Parallel School Advocates (Appellants), as represented by California Rural Legal Assistance, Inc. and Greater Bakersfield Legal Assistance, submitted a UCP Complaint (Complaint) to the District alleging that the District’s 2017-18 Local Control and Accountability Plan (LCAP) violates the LCFF statute. Appellants submitted a request for direct state intervention (DSI) to the CDE, dated April 19, 2018, on the basis that the District failed to respond to the Complaint within 60 days as required by 5 CCR Section 4631(e).

In response to a request for DSI alleging lack of district response, 5 CCR Section 4650(a)(5) requires the CDE to attempt to work with the LEA to allow it to complete the investigation and issue a Decision prior to the CDE directly intervening. On April 23, 2018, the District issued a Decision in this matter. The Appellants submitted an Appeal of the District’s Decision on May 8, 2018. The CDE sent a notice of appeal letter, dated May 16, 2018, to the District requesting the

\(^1\) LEA means a school district, county office of education, or charter school (5 CCR 15495(d)).
investigation file and other applicable documentation as required by 5 CCR Section 4633. The CDE received the District’s documentation on June 6, 2018.

Following receipt of this documentation from the District, the CDE reviewed all material received related to the complaint, applicable laws, and the District’s complaint procedures. 5 CCR 4633(i)(1) requires the CDE to include a finding that the LEA complied or did not comply with its complaint procedures. The CDE has reviewed the complaint procedures for Mojave USD (Mojave Board Policy 1312.3 and Administrative Regulation 1312.3) and finds that Mojave USD did not fully comply with its complaint procedures in this matter, as follows:

Mojave USD Board Policy 1312.3 includes the requirement that “the complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.” The initial Complaint was submitted to the District on December 21, 2017. The District’s Decision in this matter was issued on April 23, 2018, more than 60 days after receipt of the initial Complaint. Otherwise, the District complied with its UCP procedures.

II. Summary of Complaint and District Decision

The Complaint

The Complaint alleges the following:

Allegation 1: The “MUSD LCAP indicates significant shortfalls and overspending in budgeted vs. estimated actual spending in several actions supported by S&C funding in 2016-17” and does not include an explanation or accounting of how the amounts of shortfall and overages of expenditures of S&C funds were or will be used to increase or improve services for unduplicated students or reallocated for their legislatively mandated purpose. (Complaint, pp. 1-2).

The Complaint identifies a $287,013 “shortfall” between budgeted expenditures and estimated actual expenditures of supplemental and concentration funds for which the District does not provide information about how the funds in question were reallocated or how the funds in question increased or improved services for unduplicated students.

The Complaint also identifies a $767,173 increase in estimated actual expenditures of supplemental and concentration funds over budgeted expenditures of supplemental and concentration funds. The Complaint alleges that the additional expenditures were made in support of basic services that should be paid for using other funds.

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2 The term “S&C funds” references funds apportioned to the District on the basis of the LEA’s number and concentration of unduplicated pupils (English learners, socioeconomically disadvantaged and foster youth) (EC Section 42238.02, 42238.07; 5 CCR 15495(m), 15496).
Allegation 2: “MUSD fails to articulate any goals for unduplicated pupils and numerically significant pupil subgroups as required by Educ. Code § 52060.” The Complaint further alleges that the District failed “to identify goals specifically for pupil subgroups required by Educ. Code § 52060 that would measure any improvement by those students expected to result from allocations of LCAP funds” (Complaint, pp. 3-4).

Allegation 3: “MUSD continually fails to describe how allocations of S&C funding are principally directed towards, and effective in meeting the goals for, unduplicated pupils in violation of 5 CCR § 15496” (Complaint, p. 4).

Allegation 4: “The MUSD LCAP lacks transparency regarding the use of S&C funding” (Complaint, p. 5). The Complaint states that there is insufficient information about the use of supplemental and concentration funds to support meaningful stakeholder engagement. More specifically, the Complaint states that there is insufficient information regarding how supplemental and concentration funds are being used to increase and improve services for unduplicated pupils and how these funds are principally directed towards, and effective in, meeting the needs of unduplicated students.

District’s Decision

Allegation 1: The District conceded the facts of Allegation 1 as described in the Complaint regarding identified shortfalls and overages in the amount of expenditures attributed to supplemental and concentration funds as set forth in the annual update to the 2016-17 LCAP. The District appears to state that by conceding to the facts, they have adequately responded to the Allegation:

“This concession obviates the need for any further accounting as to the $200,000.00 about which the Complainants are concerned” (Decision, p. 19).

“This concession obviates that need for any further accounting as to the $767,173.00 which the Complainant is concerned” (Decision, p. 21).

Nevertheless, the District response goes on to make various arguments in defense of the annual update’s explanation of the shortfalls and overages. With respect to shortfalls, it rejects Appellants’ allegation that because the annual update does not explain how the shortfalls were ultimately spent, it is not possible to determine that the funds were used to increase or improve services for unduplicated pupils. The District asserts that because the District percentage of unduplicated students is 82%, practically all LCFF funding, including S&C funds benefit and target unduplicated students, even if the LCAP statement does not adequately articulate how and why (Decision, pp. 19, 22, 23). The District further states that the annual update is legally sufficient because the overages were spent for the goals, actions, services and expenditures reviewed and approved by the Kern County Superintendent of Schools, explanations were duly drafted, and necessarily spent for their legislative mandated purpose (Decision, p. 22).

Finally, the District concludes that the shortfalls and overspending by the District, as captured in the annual update to the 2016-17 LCAP, are allowed because the LCAP Template expressly
allows for differences between budgeted and estimated actual expenditures. The requirement is to describe in the annual update any material differences between budgeted and estimated actual expenditures. The District states that it has provided the required descriptions of material differences and references the page numbers of its LCAP that correspond to the Analysis part for each goal of the Annual Update section (Decision, p. 23).

Allegation 2: The District states:

“Presently, and for the past few years, the API has no longer been used by the State to measure the performance of its schools. Consequently, the status of the API related legislation, including the 1999 notion of a ‘numerically significant student subgroup’ from Education Code section 52052, is at least somewhat outdated and defunct and does not mesh well with the more recent LCFF/LCAP regulations” (Decision, p. 24).

The District interprets law as not requiring goals, actions, and services in an LCAP for ethnic student groups. The District asserts that the LCAP Template includes all of the demographic categories included in EC Section 52052 except ethnic student groups. “The LCAP adopted by the SBE and the template related instructions do not broach the use of ethnic groups as a demographic category of high needs students for the purpose of drafting LCAP statements” (Decision, p. 24).

The District contends that it correctly followed the mandatory LCAP Template which, according to the District, expressly identifies the demographic categories of unduplicated students to which goals, actions, services and expenditures are “already directed” (English learners, socioeconomically disadvantaged, pupils with disabilities, and foster youth), and does not include ethnic student groups. According to the District, adherence to the LCAP Template precludes the inclusion of ethnic student groups (Decision, p. 24).

Furthermore, the District asserts that the students comprising its numerically significant student groups as defined in EC Section 52052 also comprise the District’s unduplicated students. As an example, the District states that its African American students “are substantially (81%) in the "unduplicated" student demographic category of LI” (Decision, p. 7). The District is using “LI” as an abbreviation for low income. The District also states that 82% of its Hispanic students qualify for unduplicated status as low income students.

Allegation 3: The District states the way in which the services in the LCAP increase or improve services is addressed in the expected annual measurable outcomes section of each goal. The District also concludes that it is a “wide” district, which the District defines as any LEA in which more than 55% of students qualify as an unduplicated student. According to the District, this means that it can apportion supplemental and concentration funding for all pupils districtwide “so long as it is apparent how they [i.e. districtwide services] are principally directed towards the District’s unduplicated students and effective in helping the District’s unduplicated pupils in achieving the student achievement goals” (Decision, p. 25).
The District appears to also claim that, because its unduplicated student enrollment percentage is greater than 55%, it is not required to proportionally increase or improve services for its unduplicated students as compared to the services provided to all students. The District states,

“Per Education Code section 42238.07(a)(2) and Title 5 of the California Code of Regulations, section 15496(b), in justifying the Goals, Actions, Services and Expenditures of S&C funding, the “wide” districts do not incorporate statutory concept set out in Education Code section 42238.07(a)(1) and Title 5 of the California Code of Regulations, section 15496(a) of proportionally increasing or improving services for unduplicated pupils, per the MPP calculation, as compared to the services provided to all pupils” (Decision, p. 26).

Allegation 4: The District’s response to Allegation 4 asserts as findings of fact that the LCAP adheres to the LCAP Template, does not rely on summary references or conclusory statements, that the actions and services in the LCAP are described and include specific budgeted expenditures, and that it is “readily apparent that the actions and/or services are related to the needs, conditions and/or circumstances of the unduplicated pupils. Not much discussion is needed to see this nexus” (Decision, p. 27).

The District also reasserts its legal conclusion that, because of its high percentage of unduplicated students, actions and services are “…invariably ‘principally directed towards’ and ‘effective in’ meeting the goals for its unduplicated pupils – even if the corresponding LCAP statement does not fully articulate such” (Decision, p. 27).

III. Appeal

Allegation 1: The Appellants appeal the District’s Decision regarding Allegation 1 on the grounds that the District failed to adequately explain material differences in budgeted and estimated actual expenditures for 2016-17 in its LCAP Annual Update, including failing to explain how the funds were reallocated or how the funds benefited unduplicated students.

Allegation 2: The Appellants appeal the District’s Decision regarding Allegation 2 on the grounds that the District’s interpretation of law with respect to Allegation 2 (described above) is inaccurate. The Appellants show that the LCAP Template does include a reference to ethnic subgroups by citing the following LCAP Template instructions:

“For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.”

Furthermore, the Appellants assert that student “subgroups are not one and the same” (Appeal, p. 3). For example, foster youth and homeless youth are separate student groups in their own right, and the District is incorrect, according to the Appellants, to lump “foster/homeless youth” together as if those categories are coextensive (see Decision, p. 24).
**Allegation 3:** The Appellants appeal the District’s Decision regarding Allegation 3 on the grounds that the District’s interpretation of law with respect to Allegation 3 is inaccurate. “A high unduplicated pupil percentage by itself does not provide a sufficient explanation of how such services are principally directed towards unduplicated students” (Appeal, p. 6).

**Allegation 4:** The Appellants appeal the District’s Decision regarding Allegation 4 on the grounds that the District’s finding of fact that it is “clearly apparent” that the expenditure of supplemental and concentration funds are principally directed towards unduplicated students is inaccurate. The Appellants also reiterate their disagreement with the District’s legal conclusion that the District is not required to provide necessary descriptions because of its high unduplicated student percentage.

**IV. Legal Authorities**

California *Education Code* sections 44238.01, 42238.02, 42238.07, 52060 – 52077

*California Code of Regulations* Title 5 sections 15494 – 15497.5

**V. CDE Findings of Fact and Conclusions of Law**

**Allegation 1**

Appellants claim that the District does not adequately explain differences between planned and estimated actual expenditures in the Annual Update, including failing to explain how the funds were reallocated or how the funds benefited unduplicated students.

The Annual Update includes a prompt for each goal that requires an LEA to “explain material differences between budgeted expenditures and estimated actual expenditures” (LCAP Template, Annual Update, Analysis section). In responding to this prompt, a school district should review the absolute amount by which expenditures projected when the LCAP was adopted differ from estimated actual expenditures, as well as any resulting impacts on implementation of the related actions or services. Applying the results of this review, an LEA must make a reasonable judgment regarding which of the differences are material, and explain, in the annual update, the reasons for the differences in these expenditures.

What is considered a material difference is not only a function of either the absolute or relative size of the expenditure difference, but is also determined in part by those differences that have a meaningful impact on the implementation of related actions or services that support a goal. Small amounts are more likely to be material when purchasing textbooks while larger amounts pertaining to personnel costs may not be material. For example, the cost of providing a full-time teacher may range in cost to an LEA from $60,000 to $110,000. On the other hand, in the context of textbook costs, a difference of $1,000 could indicate that a substantial number of textbooks were not purchased. As a result, a determination of “materiality” based solely on the application of a blanket rule (for example, 20% variance) may not be sufficient, depending on the circumstances applicable to the particular goal, action, or service.
An LEA’s judgment as to “materiality” and writing of related explanations as part of the LCAP annual update and development process should be carried out with awareness that determining material differences and explaining them in the LCAP is critically important to meaningful stakeholder engagement. This knowledge informs stakeholders how resources have been deployed (or not) in support of goals, and can assist both stakeholders and the LEA in deciding whether or not goals, actions, or services should be eliminated or modified to enhance student achievement.

In the District’s 2017-18 LCAP, the Analysis part of each goal within the Annual Update Section includes specific descriptions for those differences between budgeted and estimated actual expenditures considered by the District to be material. The District’s Decision identifies where in its annual update the descriptions are located (Decision, p. 23). For example, the following is provided as an explanation for the differences in expenditures for Goal 1, Action 1 (LCAP, p. 20):

“Hired an additional teacher and aide for the CARES program – plus negotiations settlement”

“Increase in legal expenses for activities associated with employee settlements”

Although brief, these statements do describe practical reasons for why costs associated with a particular action were different than what was initially budgeted.

Appellants specifically reference the explanation provided for expenditure differences associated with Goal 5, Action 2 as inadequate. Expenditures for this action were initially budgeted at $220,509. Estimated actual expenditures as reported in the Annual Update totaled $228,961, a net 3.8% increase of $8,452. The District’s breakdown of expenditures shows that the increase in expenditures is due to increased spending on salaries, and Title 1 funds were utilized in place of “S&C” funds. The District provided the following explanation for this difference:

“Under-estimated employee Health and Welfare benefits by 1 @ 70% eligible” (LCAP, p. 57).

While brief, this explanation does describe a practical reason for why costs associated with a particular action were different than what was initially budgeted.

Appellants also assert as part of Allegation 1 that “there is no explanation of where the unused funds were reallocated, or how they were ultimately used to benefit unduplicated pupils” (Appeal, p. 2). There is no requirement that the explanation of material differences provided in the LCAP specifically track any reallocations of shortfalls. The requirement is to provide an explanation for those differences between budgeted and estimated actual expenditures considered to be material.

The appeal of the District’s Decision regarding Allegation 1 is not sustained.
Allegation 2

Appellants allege that the District’s 2017-18 LCAP does not include goals for each of the student groups identified in EC Section 52052 (Complaint, p. 3-4; Appeal, p. 3).

EC sections 52060 and 52064 state in relevant part:

(c) A local control and accountability plan adopted by the governing board of a school district shall include, for the school district and each school within the school district…:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d) and for any additional local priorities identified by the governing board of the school district. For purposes of this article, a subgroup of pupils identified pursuant to Section 52052 shall be a numerically significant pupil subgroup as specified in paragraphs (2) and (3) of subdivision (a) of Section 52052” (EC Section 52060(c)).

(2) A description of the specific actions the school district will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1),…

EC Section 52052(a)(2) identifies the following student groups: Ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth, and homeless youth.) The statute further defines “numerically significant” as 30 students for each of the student groups other than homeless youth and foster youth, for which numerically significant is 15 students.

The LCAP Template instructions, being consistent with the above, clearly provide for the inclusion of ethnic student groups:

“For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities” (LCAP Template Instructions, LCAP Addendum [emphasis added]).

In addition, the LCAP Plan Summary directs LEAs to refer to the LCFF Evaluation Rubrics to identify performance gaps. Specifically, LEAs are directed to identify any state indicator for which performance of any student group was two or more performance levels below the “all student” performance (LCAP Template, 2017-2020 Plan Summary “Performance Gaps” section). Identification of these performance levels can be made by referencing the California School Dashboard report for districts and schools, available at the CDE’s website, https://www.cde.ca.gov/ta/ac/cm. The Dashboard reports provide data regarding the performance on several measures of success that align to LCFF, including six state indicators, (chronic absenteeism, suspension rate, English learner progress, graduation rate,
college/career readiness, and academic [English language arts/literacy and mathematics]). Results are provided for students overall, as well as by student groups identified in EC 52052, including ethnic groups. Thus, the District is incorrect to draw its conclusion that the student groups identified in EC Section 52052 are “defunct” and the LCAP template does not “broach the use of ethnic groups.”

The District’s response that ethnic groups are left out of the LCAP Template reflects, among other things, a degree of confusion regarding LCAP requirements related to unduplicated students and the student groups identified in EC Section 52052. While there is overlap in the identified student groups, there are two distinct statutory requirements to be met, one applicable to unduplicated students (English learners, socioeconomically disadvantaged pupils, and foster youth), and the other specific to all numerically significant student groups identified by EC Section 52052 (ethnic, socioeconomically disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth). The LCAP Template addresses each of the statutory requirements.

First, with respect to LCFF requirements related to unduplicated students, LEAs are apportioned additional funding based on the number and concentration of unduplicated students. (EC Section 44238.02(e) and (f)). Statute and regulation require any LEA receiving such additional funding to increase or improve services for unduplicated students as compared to services provided to all students in proportion to the increase in funding received (EC Section 42238.07; 5 CCR 15496). The LCAP Template requires an LEA to demonstrate it will meet this requirement to increase or improve services for unduplicated students. For each action/service associated with a goal, the LCAP Template requires the LEA to designate whether or not it is including the action as contributing towards meeting the requirement to proportionally increase or improve services for unduplicated students. For actions/services that contribute towards meeting an LEA’s obligation to increase or improve services for unduplicated students, the LEA is required to specify in its LCAP which of the unduplicated student groups will be served (LCAP Template, Goals, Actions & Services section). Further information regarding an LEA’s demonstration of increased or improved services is also required (discussed more fully below with the discussion of Allegation 3).

Second, as required by EC section 52060(c), the LCAP Template addresses student groups identified in EC Section 52052, and requires inclusion of goals and related actions for all such numerically significant student groups. A district may address this requirement by writing a goal with actions that serve “all” pupils, in which case the district will indicate “all” for “students to be served.” A designation of “all” necessarily includes pupils who are included in the student groups identified in EC Section 52052. Alternatively, an LEA may write a goal with actions that serve a designated student group – such as students with disabilities or groups, including ethnic groups, consistent with EC Section 52052. (See, LCAP Template, “Goals, Actions, & Services” section.) However, if an LEA intends that an action/service will serve a particular student group, it must identify the group with that action/service in its LCAP.

In this case, the District’s 2017-18 LCAP addresses EC Section 52052 student groups, including unduplicated students. There are goals and actions for which the LCAP designates the “students to be served” as “All” students, which includes all student groups. In addition, the
2017-2020 Plan Summary section reflects a review of the District's Dashboard. District narratives note variances in student achievement across student groups, and describes goals and actions included in the LCAP to address low achievement and performance gaps.

Based on these factors and the analysis above, the appeal of the District Decision regarding Allegation 2 is not sustained.

In reaching the above conclusion, the CDE does not rely on, and in fact rejects, additional rationale put forth in the District’s Decision. The District argues that by addressing the needs of unduplicated student groups, it necessarily addresses the needs of all numerically significant student groups, as though the group of the District’s unduplicated students is coextensive with the group of all numerically significant student groups.

“Additionally, in the District, the individual high needs pupils which make up the various demographic categories that comprise the District’s “numerically significant student subgroups” also, virtually man-for-man and woman-for-woman, make up the high needs demographic categories which comprise the District’s “unduplicated” pupils” (Decision, p. 6).

The District further elaborates by stating that its African American students “are substantially (81%) in the “unduplicated” pupil demographic category of Li” (Decision, p. 7). The District also states that 82% of its Hispanic students qualify for unduplicated status as low income students.

The District’s argument appears to assume an equivalency between being low-income and being African American or Hispanic. Yet, approximately 20% of the District’s African American and Hispanic students are not low income. It is incorrect to assume that the needs of African American or Hispanic students are simply the same as low income students generally. For example, research shows that African American students in some circumstances continue to suffer achievement gaps even when socioeconomic status is controlled for (National Assessment of Educational Progress, 2015, “School Composition and the Black-White Achievement Gap,” pp. 1-2, 12-23). Assuming such equivalency is to engage in deleterious stereotyping that can lead to ignoring educational needs of these historically underserved student populations, and it risks foreclosing opportunities to develop goals, actions, and services to better address those needs. Thus, the CDE rejects this rationale put forth by the District.

Allegation 3

Appellants allege that the District fails to provide the required justification for each of its LEA-wide actions/services in the LCAP. The District concludes that such justifications are not required because the District’s unduplicated student percentage of enrollment is greater than 55%. The CDE finds that the District’s conclusion grossly misinterprets applicable California Education Code and California Code of Regulations.

The LCFF apportions additional funds to LEAs on the basis of the number and concentration of unduplicated students (low-income, English learner, and foster youth) (EC sections 42238.02,
42238.07). These funds are commonly referred to as “supplemental and concentration grant funds.” LEAs are required to increase or improve services for unduplicated students as compared to the services provided to all students in the fiscal year in proportion to the additional funding provided (EC Section 42238.07; 5 CCR 15496). “To improve services” means to “grow services in quality,” and “to increase services” means to “grow services in quantity” (5 CCR Section 15495(k) and (l)).

As such, there is no spending requirement; rather, an LEA must demonstrate in its LCAP how the services provided will meet the requirement to increase or improve services for unduplicated students over services provided for all students in the LCAP year. Regulations provide the formula for calculating the percentage by which services must be proportionally increased or improved for unduplicated students above services provided to all students in the fiscal year (5 CCR 15496(a)(1)–(8)).

The collective set of services described by an LEA that will contribute to meeting the required proportional increase or improvement in services for unduplicated students over services provided to all students include two categories of services:

- Services that are limited to serving one or more unduplicated student group, and
- Services that upgrade the entire educational program of an LEA or a school site(s).

Services of the latter category are referred to as either a schoolwide or an LEA-wide (i.e., districtwide, countywide, or charterwide) service. An LEA is required to follow the LCAP Template approved by the State Board of Education (SBE) (EC Sections 52064, 52070). The section of the LCAP titled “Demonstration of Increased or Improved Services for Unduplicated Pupils” requires an LEA to identify the amount of its LCFF funds in the LCAP year calculated on the basis of the number and concentration of unduplicated students, and to identify the percentage by which it must increase or improve services for unduplicated students over all students. Here the LEA must also describe how the services provided for unduplicated students are increased or improved by at least this percentage, either quantitatively or qualitatively, as compared to services provided for all students in the LCAP year (EC Section 42238.07; 5 CCR 15496).

The template also requires an LEA to identify each action/service being funded and provided on a schoolwide or LEA-wide manner, and to include the required description supporting each schoolwide or LEA-wide action/service. An LEA such as MUSD, which has an unduplicated student enrollment greater than 55%, must describe in its LCAP how the actions/services are “principally directed towards” and “effective in” meeting its goals for unduplicated students in the state and any local priority areas3 (EC Section 42238.07, 5 CCR 15496(b)).

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3 Schoolwide services at a school district school with enrollment of unduplicated pupils that is 40 percent or more of its total enrollment must be supported by the same description. Schoolwide services at a school district school with less than 40 percent unduplicated pupil enrollment must be supported by the additional description of how the schoolwide use of funds is the most effective use of the funds to meet the LEA’s goals for its unduplicated pupils.
To provide the required justification for services provided on a “wide” basis, an LEA must distinguish between services directed toward unduplicated students based on that status, and services available to all students without regard to their status as unduplicated students or not. An LEA describes how a service is principally directed to meeting the LEA’s goals for unduplicated students in any state or local priorities when it explains in its LCAP how it considered factors such as the needs, conditions or circumstances of its unduplicated students, and how the service takes these factors into consideration (such as, for example, by the service’s design, content, methods, or location).

In addition, the description must explain how the service will be effective in meeting the LCAP goals for its unduplicated students. An LEA meets this requirement by providing in the LCAP an explanation of how it believes the action/service will help achieve one or more of the expected outcomes for the goal. Conclusory statements that an action/service will help achieve an expected outcome for the goal, without further explanation as to how, are not sufficient.

When an LCAP contains the above descriptions for actions/services provided on an LEA-wide basis, it will be apparent how the LEA is acting to increase or improve services for unduplicated students, and why it has determined the services identified will be effective to achieve its goals for unduplicated students.

The District includes two goals in its 2017-18 LCAP. Approximately two-thirds of the actions/services included under these two goals are marked as contributing to the increased or improved services requirement on an LEA-wide basis. Goal 1, Action 24 and Goal 2, Action 1 are incorrectly included as contributing to the increased or improved services requirement because these actions are funded with only Title I funds. Consistent with EC Section 42238.07 and 5 CCR 15496(a), any action that is included as contributing to meeting the increased or improved services requirement must be supported by at least one expenditure of LCFF funds.

The District provides a summary of some of the actions/services for Goal 1 and Goal 2 in the Demonstration of Increased or Improved Services for Unduplicated Pupils (Demonstration) section of the LCAP. As described more fully below, the District’s descriptions of Goals 1 and 2 in this section do not adequately distinguish between the needs of its unduplicated students, how the actions/services took these needs into consideration, or how the LEA-wide actions/services in Goals 1 and 2 will help achieve one or more expected measurable outcomes of the relevant goal. Furthermore, the summaries of actions/services provided in the Demonstration section do not align with the actions/services included as contributing to the increased or improved services requirement in the Goals, Actions, and Services section of the LCAP.

**Goal 1:** The description of Goal 1 actions/services provided in the Demonstration section is as follows:

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4 Goal 1 is: “Increase the number of students working at grade level in all core content areas, and who are on track to graduate college and career ready” (MUSD 2017-18 LCAP, p. 61).
"We believe that certain foundational elements are absolutely crucial when it comes to school improvement, or in this case the improvement of services for a particular group. These include pacing out and prioritizing critical concepts and content, implementing curriculum and materials that are aligned to CCSS, ELD standards, and NGSS, offering professional development for educators and staff, and increasing access to 21st century technology as guided by our newly adopted technology plan. These elements are explicitly defined in Goal 1, within actions 1 and 22-25. Building up from the foundation, we intend to bolster the Response to Intervention Process to set meaningful goals, provide improved first instruction with an emphasis on literacy, and constantly monitor student progress to offer appropriate intervention and enrichment. This will be facilitated in the context of collaborative groups (PLCS), with a heavy emphasis on data analysis and action studies. With the foundational elements in place, and improved instructional components (as outlined in Goal 1, actions 2-7 & 9), we hope to leverage unduplicated student achievement up to 80% mastery. Some students, such as English Learners, still may need more intensive and increased supports, which is where ELD instruction, SDAIE, and other intervention pieces come in to play. Goal 1, Actions 8, and 10-14 create the framework for these intensive supports. Finally, the pieces discussed thus far would culminate in unduplicated students being on grade level and eventually graduating our system being ready for college or careers. This will require an improved focus on credit monitoring, credit retrieval/ blended learning opportunities, attendance monitoring, and student acclimation" (see Goal 1, actions 15-20) (MUSD 2017-18 LCAP, p. 157).

Of the 25 actions in Goal 1, this description references each one except for Action 21. Not all Goal 1 actions referenced in the Demonstration section are included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement. Goal 1, Actions 1, 4, 6, 8, 15, and 19 are not included as contributing to meeting the increased or improved services requirement although they are referenced in the District’s description in the Demonstration section of how the District is increasing or improving services for its unduplicated students. This information is displayed in Table 1 below.

<table>
<thead>
<tr>
<th>Is not addressed within the Demonstration section</th>
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<td>2, 3, 5, 7, 9, 10-14, 16-18, 20, 22-25</td>
</tr>
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Table 1: Goal 1 alignment of Demonstration section with Goals, Actions, and Services section

Of those actions that are included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement, Goal 1, Actions 10-14, 16-18 and 20 are associated by the District with meeting certain needs of unduplicated students.
**Goal 1, Actions 10-14**

Regarding Goal 1, LEA-wide Actions 10-14, the description of Goal 1 in the Demonstration section includes consideration of the needs of English learners who “still may need more intensive and increased supports” including English language development (ELD) instruction and specially designed academic instruction in English (SDAIE). These additional supports are associated by the District with Goal 1, Actions 8\(^5\) and 10-14. This is consistent with the Identified Need provided for Goal 1, which states that that the District has a “yellow” status on the California School Dashboard for English learner progress. The Expected Annual Measurable Outcomes for Goal 1 also include in the Baseline column descriptions of English learner performance on statewide assessments indicating further consideration of unduplicated students (i.e. 92.1 points below level 3 on ELA and 116.5 points below level 3 on Mathematics) (MUSD 2017-18 LCAP, p.64). The descriptions of these actions in the Goals, Actions, and Services section of the LCAP makes clear how the actions take into consideration the stated needs, conditions, or circumstances of unduplicated students. As such, the District has adequately described how these actions are principally directed to meeting goals for its unduplicated students in the state and any local priorities.

The District also meets the requirement to describe in the LCAP how these actions will be effective in meeting goals for unduplicated students. Goal 1, Actions 10-14 provide services that are consistent with the expected annual measurable outcomes of Goal 1, including expected outcomes for the English learner reclassification rate and the percentage of English learners making progress toward English proficiency. As a result, the District is substantially compliant with the requirement to describe how it expects these LEA-wide actions/services will help achieve one or more of the expected annual measurable outcomes for Goal 1.

**Goal 1, Actions 16-18, 20**

Regarding Goal 1, LEA-wide Actions 16-18 and 20, the District indicates consideration of the needs, conditions, or circumstances of the District’s unduplicated students, specifically low income students, by including in the Baseline column for the Expected Annual Measurable Outcomes for Goal 1 a description of socioeconomically disadvantaged students’ performance on statewide assessments (i.e. 88 points below level 3 on ELA and 113.1 points below level 3 on Mathematics) (MUSD 2017-18 LCAP, p. 64). This is consistent with the District’s claim, made in the description of Goal 1 in the Demonstration section, that additional supports will result in unduplicated students being “on grade level and eventually graduating our system ready for college or careers” (MUSD 2017-18 LCAP, p. 157). The additional supports needed for being on grade level are associated by the District with Goal 1, Actions 15-20 (Actions 15 and 19 are not included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement). The descriptions of Goal 1, Actions 16-18 and 20 provided in the Goals, Actions, and Services section of the LCAP makes clear how the actions take into consideration the stated needs, conditions, or circumstances of unduplicated students.

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\(^5\) However, as noted above, Action 8 is not included as contributing to meeting the increased or improved services requirement.
The District also meets the requirement to describe in the LCAP how these actions will be effective in meeting goals for unduplicated students. Goal 1, Actions 16-18 and 20 are associated by the District, in the description of Goal 1 in the Demonstration section, with the outcome of unduplicated students being “on grade level and eventually graduating our system being ready for college or careers” (MUSD 2017-18 LCAP, p. 157). This is consistent with the expected annual measurable outcomes for Goal 1 including expected outcomes for the percentage of students completing a-g courses or CTE programs, the percentage of students passing AP exams with a score of 3 or higher, the percentage of pupils who participate in and demonstrate college preparedness on the Early Assessment Program, and the high school graduation rate. As a result, the District is substantially compliant with the requirement to describe how it expects these LEA-wide actions/services will help achieve one or more of the expected annual measurable outcomes for Goal 1.

**Goal 1, Actions 2, 3, 5, 7, 9, 22-25**

However, regarding the remaining actions included as contributing to meeting the increased or improved services requirement for Goal 1 (i.e. Actions 2, 3, 5, 7, 9, 22-25), the District does not describe factors such as the needs, conditions, or circumstances of its unduplicated students being addressed by these actions.

**Actions 2, 3, 5, 7, and 9:** The District groups and describes Actions 2-7 and 9 in the description of Goal 1 in the Demonstration section as “improved instructional components” (MUSD 2017-18 LCAP, p. 157). These improved instructional components appear to be further described in the Demonstration section as such:

“Building up from the foundation, we intend to bolster the Response to Intervention Process to set meaningful goals, provide improved first instruction with an emphasis on literacy, and constantly monitor student progress to offer appropriate intervention and enrichment. This will be facilitated in the context of collaborative groups (PLCS), with a heavy emphasis on data analysis and action studies” (MUSD 2017-18 LCAP, p. 157).

This description is consistent with the descriptions of these actions in the Goals, Actions, and Services section of the LCAP. There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed through the implementation of these actions. Furthermore, the descriptions of these actions in the Goals, Actions, and Services section of the LCAP apply equally to all students.

Goal 1, Action 2 is to implement and monitor the district’s early literacy plan. Sub-action 7 of Action 2 is stated as follows:

“District-wide first grade meetings will be held monthly” (MUSD 2017-18 LCAP, p. 70).

District-wide meetings of first grade teachers do not necessarily provide an increase or improvement in services to its unduplicated students unless the meetings somehow take into

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6 Actions 4 and 6 are not included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement.
consideration the needs, conditions, or circumstances of the District’s unduplicated students. The LCAP does not provide any information to indicate that this is the case. This holds true for all 12 sub-actions in Action 2. As such, Goal 1, Action 2 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 3 provides for weekly collaboration with an emphasis on data analysis and asking questions including, “What do we expect our students to learn?” (MUSD 2018-19 LCAP, p. 72). This action also states that the principals will maintain agendas and minutes of these meetings and review them with other principals. There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed through the implementation of these actions. Furthermore, the descriptions of these actions in the Goals, Actions, and Services section of the LCAP apply equally to all students. As such, Goal 1, Action 3 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 5 provides “high-quality first instruction” (MUSD 2017/18 LCAP, p. 76). Sub-action 5 provides for librarians and multimedia clerks to support the development of student literacy skills. There is no mention of the needs, conditions, or circumstances of unduplicated students intended to be met through the implementation of this action. As it is described in the LCAP, this action applies equally to all students. This holds true for all 5 sub-actions in Action 5. As such, Goal 1, Action 5 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 7 provides intervention support to students who are below grade level. Sub-action 5 of Action 7 references foster youth:

“Student Study Teams (SSTs) will be frequently conducted to assist struggling students, and significant subgroups such as Foster youth and homeless youth, will be monitored on an even more frequent basis” (MUSD 2017-18 LCAP, p. 82).

Even if this description made it clear that the action was being implemented primarily with foster youth in mind, one of three student groups that qualify as unduplicated, the District does not describe the needs, conditions, or circumstances of foster youth that this action takes into consideration. The description of this action states that foster youth “will be monitored on an even more frequent basis” but does not indicate that the District has considered more frequent monitoring of foster youth through SSTs to be a need or to address a need of its foster youth students. Has the District determined that foster youth are being insufficiently monitored through SSTs?

Regarding the other Action 7 sub-actions (i.e. 1, 2, 3, 4, 6), there is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed by
these sub-actions. Furthermore, the descriptions of these sub-actions do not clearly apply specifically to unduplicated students or they apply equally to all students. As such, Goal 1, Action 7 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 9 provides for differentiated instruction for those students who have “mastered a class objective…to allow them to continue their advancement into future content standards” (MUSD 2017-18 LCAP, p. 86). Sub-action 2 provides for the separation of students who need intervention from other students “who should be given access to enrichment projects to deepen their learning”, effectively foreclosing opportunities for a group of students to access enrichment projects (MUSD 2017-18 LCAP, p. 86). There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed through the implementation of these actions. Furthermore, the descriptions of these actions in the Goals, Actions, and Services section of the LCAP apply equally to all students. As such, Goal 1, Action 9 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

**Actions 22-25:** The District groups and describes Actions 1 and 22-25 in the description of Goal 1 in the Demonstration section as such:

> “These include pacing out and prioritizing critical concepts and content, implementing curriculum and materials that are aligned to CCSS, ELD standards, and NGSS, offering professional development for educators and staff, and increasing access to 21st century technology as guided by our newly adopted technology plan” (MUSD 2017-18 LCAP, p. 157).

Goal 1, Action 22 provides site-based mentor and orientation programs for employees. Sub-action 1 states that, “each new teacher will attend the district orientation” (MUSD 2017-18 LCAP, p. 111). There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed by every new teacher attending the district orientation. As a result, this sub-action appears to apply equally to all students. This holds true for all Goal 1, LEA-wide Action 22 sub-actions. As such, Goal 1, Action 22 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 23 is as follows:

> “Teacher lesson plans will incorporate board adopted curriculum, supplemental materials, and units of study to fully implement state mandated standards” (MUSD 2017-18 LCAP, p. 113).

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7 Action 1 is not included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement.
Sub-action 1 of Action 23 provides for professional development for new teachers “on how to facilitate the newly adopted K-8 ELA curriculum” (ibid). There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed by offering professional development to all new teachers. As a result, this sub-action appears to apply equally to all students. This holds true for all Goal 1, LEA-wide Action 23 sub-actions. As such, Goal 1, Action 23 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 1, Action 24, as previously remarked, is not supported by at least one expenditure of LCFF funds and, therefore, cannot be included as contributing to meeting the increased or improved services requirement.

Goal 1, Action 25 states that the district will “fully implement the district technology plan” (MUSD 2017-18 LCAP, p. 117). Sub-action 1 is stated as follows:

“Review and revise the district technology plan annually” (MUSD 2017-18 LCAP, p. 117).

Reviewing and revising the District’s technology plan on an annual basis does not necessarily provide an increase or improvement in services to its unduplicated students unless the revisions being made have taken into consideration the needs, conditions, or circumstances of the District’s unduplicated students. The LCAP does not provide any information to indicate that this is the case. This holds true for all Goal 1, LEA-wide Action 25 sub-actions. As such, Goal 1, Action 25 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Without further explanation or qualification, Goal 1, Actions 2, 3, 5, 7, 9, and 22-25 are all applicable to the education of all students and are not associated with particular needs, conditions, or circumstances of the District’s unduplicated students. Nor is it apparent that an added emphasis or focus on such areas would provide an increase or improvement in services to unduplicated students above what all students receive.

Because these actions appear to be directed to all students on an equal basis and the District fails to provide the required description of how they are principally directed, and effective in, meeting goals for unduplicated students, these actions (Goal 1, Actions 2, 3, 5, 7, 9, 22-25) cannot be included as contributing to meeting the District’s increased or improved services requirement without further explanation of how such actions are principally directed to and effective in meeting the District’s goals for its unduplicated students in the state and any local priorities.
**Goal 2:** The description of Goal 2 actions/services provided in the Demonstration section is as follows:

“In addition to the actions discussed in the area of achievement, we realize that true improvement and growth can only be achieved when students are highly engaged, connections with parents are made, and positive school climates are fostered. As with achievement, we recognize certain foundational elements to build upon, such as: safe, equitable and well-maintained facilities, efforts to maintain school safety, and compliance with state, federal and office of civil rights expectations (Goal 2, actions 2, 7 and 14). Parents of unduplicated students will be frequently invited to offer their input in decision making, participate in the education of their child, and volunteer at our school sites (Goal 2, actions 1, 3-5). Through improved cultural awareness training and the thorough implementation of Positive Behavior Intervention & supports (along with other restorative practices), we hope to create a welcoming climate conducive to the well-being of students (Goal 2, actions 6 and 8). With an increased emphasis on unduplicated student attendance, activities, and increased offerings of dynamic courses of study, we believe that engagement will improve dramatically” (MUSD 2017-18 LCAP, p. 158).

Of the 14 actions in Goal 2, eight of the actions are included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement on an LEA-wide basis (i.e. Actions 1, 3, 6, 7, 9, 10, 13, and 14). The description of Goal 2 actions/services provided in the Demonstration section references five of these actions (i.e. 1, 3, 6, 7, 14) while referencing four additional actions (i.e. 2, 4, 5, 8). Although Goal 1, Actions 2, 4, 5, and 8 are not included in the Goals, Actions, and Services section of the LCAP as contributing to meeting the increased or improved services requirement, they are referenced in the District’s description in the Demonstration section of how the District is increasing or improving services for its unduplicated students. This information is displayed in Table 2 below.

**Table 2: Goal 2 alignment of Demonstration section with Goals, Actions, and Services section**

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8 Goal 2 is: “Increase the level of student engagement and the level of school connectedness among pupils, staff, and families” (MUSD 2017-18 LCAP, p. 120).
**Goal 2, Actions 9, 10, and 13**
These actions are included as LEA-wide actions in the Goals, Actions, and Services section that contributes to meeting the increased or improved services requirements. While these actions are not explicitly referenced within the description of Goal 2 provided in the Demonstration section as are the other LEA-wide Goal 2 actions, they do appear to be addressed in the Demonstration section by the following sentence:

> With an increased emphasis on unduplicated student attendance, activities, and increased offerings of dynamic courses of study, we believe that engagement will improve dramatically (MUSD 2017-18 LCAP, p. 158).

This sentence does not describe how such actions will increase or improve services for unduplicated students above what all students receive. Nor are these actions accompanied in the LCAP with a description of factors such as the needs, conditions, or circumstances of the District’s unduplicated students that these actions are intended to address.

For example, Goal 2, Action 10 provides for a “balanced” course of study that includes visual, performing, and industrial arts and technology. Sub-actions 2 and 7 of Action 10 are stated as follows:

> “2. Expose all students to visual and performing arts through cross-curricular projects and events”

> “7. Maintain and expand college dual enrollment offerings when possible”

These sub-actions are more likely to represent an increase or improvement in services to unduplicated students, who historically have had limited access to visual and performing arts classes and college dual enrollment opportunities. However, the District does not describe factors such as the needs, conditions, or circumstances of its unduplicated students that would indicate that these actions are intended to address such a disparity. Furthermore, the description applies equally to all students. This holds true for all 9 sub-actions in Action 10 as well as Actions 9 and 13. As such, Goal 2, LEA-wide Actions 9, 10, and 13 are not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

**Goal 2, Actions 1, 3, and 14**
These actions each have at least one sub-action that explicitly addresses unduplicated students. Action 1 includes sub-actions 3 and 5, which provide respectively for quarterly English Language Advisory Committee meetings and District English Language Advisory Committee meetings. To the extent that sub-actions 3 and 5 are limited in scope to serving unduplicated students and their families only, these sub-actions do not qualify as LEA-wide actions. An LEA-wide or schoolwide action is one that upgrades the entire educational program of the LEA or school. As such, these sub-actions do not require the same level of justification in the LCAP as do LEA and schoolwide actions.
The remaining sub-actions in Action 1 (i.e. sub-actions 1, 2, 4, and 6) are described as actions that are available to all students on an equal basis. These sub-actions are not accompanied in the LCAP with a description of factors such as the needs, conditions, or circumstances of the District’s unduplicated students that these sub-actions are intended to address. As such, the Goal 2, LEA-wide Action 1 sub-actions 1, 2, 4, and 6 are not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Based on the descriptions of the ten sub-actions for Action 3, five of the sub-actions either reference unduplicated students or otherwise appear to directly address an unduplicated student group. Sub-action 1 is an action to “explore” an additional community resource coordinator for “parent outreach, training, connections with foster, homeless and other unduplicated pupils” (MUSD 2017-18 LCAP, pp. 128-129). Sub-action 3 states “add staff necessary to improve services offered to families of unduplicated students” (ibid.) Sub-action 5 provides for professional development for English learner parents. Sub-action 6 states that foster youth will be represented on advisory committees “to the fullest extent possible” (ibid). Finally, sub-action 10 provides for the translation of all printed correspondence to be distributed to parents. To the extent that these sub-actions are limited in scope to serving unduplicated students only, these sub-actions do not qualify as LEA-wide actions. As such, these sub-actions do not require the same level of justification in the LCAP as do LEA and schoolwide actions.

The remaining sub-actions in Action 3 (i.e. sub-actions 2, 4, 7, 8, 9) are described as actions that are available to all students on an equal basis. Sub-action 2 provides professional development to staff. Sub-action 4 provides for programs that assist families with engaging their students. Sub-action 7 provides adult education programs. Sub-action 8 provides for alternative locations for parental access to technology. Sub-action 9 provides for promotion of district events through social media and other online outlets. These sub-actions are not accompanied in the LCAP with a description of factors such as the needs, conditions, or circumstances of the District’s unduplicated students that these sub-actions are intended to address. As such, the Goal 2, LEA-wide Action 3 sub-actions 2, 4, 7, 8, and 9 are not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 2, Action 14 includes sub-action 2 that plans to “increase services where necessary to improve the learning environment for unduplicated pupils” (MUSD 2017-18 LCAP, p. 154). No other specific information is provided. The other six sub-actions for Goal 2, Action 14 are described as actions that are equally available to all students. For example, sub-action 1 provides for “ongoing routine repair and maintenance for all school sites and remote support facilities” (ibid). These sub-actions are not accompanied in the LCAP with a description of factors such as the needs, conditions, or circumstances of the District’s unduplicated students that these sub-actions are intended to address. As such, Goal 2, Action 14 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.
**Goal 2, Actions 6 and 7**

Goal 2, LEA-wide Actions 6 and 7, including all sub-actions, appear to apply equally to all students.

Goal 2, Action 6 provides support, training, and direction for Positive Behavior Intervention Supports (PBIS) at all schools. Sub-action 1 of Action 6 is to “share goals and strategies used in PBIS with parents and community members” (MUSD 2017-18 LCAP, p. 135). There is no mention in the LCAP of the needs, conditions, or circumstances of unduplicated students intended to be addressed by this sub-action. Furthermore, the description applies equally to all students. This holds true for all 9 sub-actions in Action 6. As such, Goal 2, Action 6 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

Goal 2, Action 7 provides for comprehensive school safety plans for each school site. Sub-action 2 of Action 7 is stated as follows:

> “Each site will frequently practice safety-related procedures, as outlined in state and federal mandates (fire drills, lock down procedures, earth quake drills, bus evacuation drills, etc.). Crossing guards, health aides and – when appropriate – RNs – will coordinate with other school personnel to increase student safety” (MUSD 2017-18 LCAP, p. 158).

This action meets the need, referenced by the District, to foster a positive school climate. All students need and deserve a positive school climate. Without any additional qualification, it is not clear how this action/service provides an increase or improvement in services to unduplicated students. To claim that this action/service, as written, provides an increase or improvement in services to unduplicated students implies that the District is operating on the assumption that a student’s status as unduplicated makes them more susceptible to suffering harm in the event of a fire or earth quake while attending school, which is inaccurate. This holds true for all 3 sub-actions in Action 7. As such, Goal 2, Action 7 is not adequately justified as being principally directed, and effective in, meeting goals for its unduplicated students and cannot be included by the District as contributing to meeting the increased or improved services requirement without additional justification.

The LEA-wide actions in Goal 2 included by the District as contributing to meeting the increased or improved services requirement appear to apply equally to all students. Because the District’s decision to implement these actions/services is not based on a clear consideration of the needs, conditions, or circumstances of the District’s unduplicated students, the Goal 2 LEA-wide actions cannot be included as contributing to meeting the District’s increased or improved services requirement without further explanation of how such actions are principally directed to and effective in meeting the District’s goals for its unduplicated students in the state and any local priorities.
Based on the above analysis, the CDE finds that the District fails to provide the required justification for each of its LEA-wide actions/services in its LCAP. The CDE sustains the appeal of Allegation 3.

Allegation 4

The initial Complaint states that the lack of transparency regarding the use of supplemental and concentration funding does not support stakeholder engagement efforts. The District responds to this allegation by stating that it is “readily apparent that the actions and/or services are related to the needs, conditions and/or circumstances of the unduplicated pupils. Not much discussion is needed to see this nexus” (Decision, p. 27).

The District also reasserts its legal conclusion that, because of its high percentage of unduplicated students, actions and services are “...invariably ‘principally directed towards’ and ‘effective in’ meeting the goals for its unduplicated pupils – even if the corresponding LCAP statement does not fully articulate such” (Decision, p. 27).

The CDE finds that the District’s response to this allegation is inaccurate. The CDE’s findings for Allegation 3 demonstrates that it is not “readily apparent” how the LEA-wide actions/services are principally directed to, and effective in, meeting the goals for its unduplicated students. The District is also incorrect to state that a high percentage of unduplicated student enrollment renders actions/services “invariably” principally directed toward, and effective in, meeting goals for unduplicated students.

However, there is no statute that governs a threshold of information required to achieve transparency for the purposes of stakeholder engagement. While it is important that LEAs provide stakeholders with the information necessary to meaningfully engage in the development of the LCAP, the issue of transparency, per se, does not otherwise fall within the scope of the UCP process. Accordingly, the CDE does not sustain the appeal of Allegation 4.

VI. Conclusions

The CDE finds that the District failed to comply with Mojave Board Policy 1312.4 regarding the time for issuing its written report in response to the Complaint. The CDE does not sustain the Appeal as to Allegations 1, 2 and 4. The CDE sustains the Appeal as to Allegation 3.

VII. Corrective Actions

With respect to the 2017-20 LCAP adopted for the 2018-19 LCAP year considered in its entirety, the District is required to work with the Kern County Office of Education, with the support of the CDE, to ensure the following:

- That all actions and sub-actions marked as LEA-wide or schoolwide and included as contributing to meeting the District’s increased or improved services requirement, for both the 2017-18 and 2018-19 LCAP years are adequately justified as principally
directed and effective in meeting goals for unduplicated students in the state and any local priorities.

- That the District’s description in the Demonstration section of how it will increase or improve services for its unduplicated students in the relevant LCAP year addresses the full scope of actions/services included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement.
- That each action/service included in the Goals, Actions, and Services section as contributing to meeting the increased or improved services requirement is associated with at least one expenditure of LCFF funds.

Any revisions to the 2017-20 LCAP adopted for the 2018-19 LCAP year, considered in its entirety, required as a result of this review must adhere to the stakeholder engagement requirements as described in EC Section 52062.

With respect to the finding regarding the District’s failure to comply with its Board Policy 1312.3, the District is required to submit to the CDE a summary report of UCP complaints received by the District during the 2018-19 school year, identifying each complaint received (identified by short title or complaint number, as consistent with District procedures), date of District’s receipt of each complaint, and date decision issued (or other disposition, if applicable), and indication of whether time to respond is extended. The District shall provide the first summary report on or before January 30, 2019, to include all complaints submitted to the District between July 1, 2018 and December 31, 2018. The District shall provide a second summary report on or before September 30, 2019, to include all complaints submitted to the District between January 1, 2019 and June 30, 2019.

I may be reached in the Local Agency Systems Support Office by phone at 916-319-0809 or by email at jbreshears@cde.ca.gov.

Sincerely,

Jeff Breshears, Director
Local Agency Systems Support Office

JB:jf

cc:  Aaron E. Haughton, Superintendent, Mojave Unified School District
     Alan B. Harris, Attorney, Schools Legal Services
     Franchesca Verdin, Director of Rural Education Equity Program, California Rural Legal Assistance, Inc.
     Catherine Retana, Law Graduate, California Rural Legal Assistance, Inc.
     Lyndsi Andreas, Staff Attorney, Greater Bakersfield Legal Assistance, Inc.
     Pinky Ghuman, Law Graduate, Greater Bakersfield Legal Assistance, Inc.
Tuesday April 7th, 2020

Dear Gwen Rodgers, SBCUSD Board President,
Dr. Scott Wyatt, SBCUSD Vice President,
and Board Members,

Abigail Ramos-Medina,
Danny Tillman,
Michael Gallo,
Dr. Barbara Flores,
Dr. Margaret Hill,
and Interim Superintendent
Dr. Harold Vellkommner

Good Evening to all. This comment is in regards to the misuse of LCFF supplemental and concentration funds used for our school district police department and operations.

We bring the concern of our community in hopes to work together to make this right, to fulfill LCFF promise to all of our low income, English Language Learners, African American students, and Foster Youth, as well as to reach the true intent of resource allocations in our LCAP. We are deeply concerned that the San Bernardino City Unified School District has misused very much needed funding for direct services to students and families and instead used this funding for school district police departments and operations. We strongly believe that funding for police and security should NOT exceed funding for all school climate reforms, including restorative practices, counselors, School Wide Positive Behavior Interventions and Supports, and social emotional learning.

LCUC students and parents and families believe that resources need to be dedicated to programs that directly benefit low income, English Language Learners, African American students, and Foster youth and their families. It is during times like these that it becomes evident where we have disinvested heavily when it comes to our students and families. As this report comes out to light, it is both a challenge for community input and LCAPs accountability, but it also becomes an opportunity to fully redirect these misspent funds to programs that will have a real impact on these students and communities.

We currently work with students from across all of the comprehensive high schools here in the district, with parents from 10 different schools and 12 different congregations across the district. We are continuously listening to their concerns and ways they would like to see their schools improve. We believe there are many different ways in which these funds could be better used, specifically for programs that in the past LCUC has championed along with our school board members such as increasing Mental Health professionals supporting students at every school, social emotional counselors and support staff, creating wellness centers at every school campus, meaningful parent engagement that builds parents understanding of our educational system, supporting parents and students in advocating for students education, and others ways that address the racial disparities faced by students and their families in our district.

We hope that together we can mend the misuse of these funds and find more equitable ways to reinvest these funds into our communities.

If you have any questions, please feel free to contact us at your earliest convenience.

Sincerely,

Rocio Ruiz-Chen, Community Organizer
Sergio Tomatlah Luna, Director of Organizing
Dr. Tom Dolan, Executive Director

Inland Congregations United for Change

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Sergio Tomatlah Luna
Inland Congregations United for Change, San Bernardino Organizer
Cell (909) 253 - 9147
Inland Congregations United for Change I www.icucico.com
PICO-Dalko/Luna@picoexistconcern.com

Sergio Tomatlah Luna
Director of organizing
Inland Congregations United for Change
An affiliate of PICO California and Faith In Action
From: Sergio Luna <sergio@picocalifornia.org>
Sent: Tuesday, June 2, 2020 4:39 PM
To: SBCUSD Gwen Rodgers <gwenrodgers84@gmail.com>; SBCUSD Gwen Rodgers <rodgersfam4@verizon.net>; Wyatt, Scott <scott_wyatt@sbcss.k12.ca.us>; Abigail Medina <abigailmedina@aol.com>; SBCUSD Danny Tilman <DannyTilman@hotmail.com>; SBCUSD Michael J. Gallo <mgallo@kellyphspace.com>; Barbara Flores SBCUSD <bflores@csusb.edu>; Margaret Hill <margarethill3561@gmail.com>; Harold Volkammer <HAROLD.VOLLKOMMER@sbcusd.k12.ca.us>
Subject: ICUC public comment on item 8.1 - June 2nd 2020

Dear Gwen Rodgers, SBCUSD Board president,
Dr. Scott Wyatt, SBCUSD vice president,
board members
Abigail Rosales-Medina,
Danny Tilman,
Michael Gallo,
Dr. Barbara Flores,
Dr. Margaret Hill,
and interim Superintendent
Dr. Harold Vollkommer

Honorable members of the board, interim superintendent and cabinet, this comment is in regards to item 8.1 - Budget and LCAP update.

As you all know, since early April we have been speaking out against the misuse of $9.5 million from Supplemental and Concentration Funds meant for use of direct services for our students, that were instead budgeted for the SBCUSD Police Department. Today, we want to continue to uplift this with the hope to actually be heard.

ICUC students, parents and families have always voiced that it is of utmost importance to ensure that as many resources as possible be dedicated to programs that directly benefit low income, English Language Learners, African American, and Foster students. We are continuously listening to our community’s concerns and ways they would like to see their schools improve. We believe there are many different ways in which these funds could be better used such as increasing Mental Health professionals supporting students at every school, social emotional counselors and support staff, creating wellness centers at every school campus, meaningful parent engagement that builds parents understanding of our educational system, supporting parents and students in advocating for students education, and others ways that address the racial disparities faced by students and their families in our district. We continue to believe that this is an opportunity for our district to fully redirect these mismanaged funds to programs that will have a real impact on our students and families. We continue to uplift that funding for police and security should NOT exceed funding for real school climate reform including restorative practices, having mental health professionals on all of the school campuses, School-Wide Positive Behavior Interventions and Supports, social emotional learning, and Wellness Centers.

Time and time again, we continue to hear that the SBCUSD is doing a tremendous job in the way our LCAP comes together, year after year. But if you ask and really listen to many parents and students that have attempted to feel like an important part of this process, you would realize that the whole story is not being told. This is especially true during this year’s LCAP process, which because of the unprecedented circumstances we are in, have had to be done virtually.

While these concerns are specifically about the virtual LCAP Meetings, much of the same can be said about the in person meetings prior to COVID 19. The virtual meetings held on April 28th and May 20th were extremely disappointing for many of us that attended. During these meetings it really seemed like we were only watching a presentation. There was only a short segment for questions where the community was able to ask questions but no answers were given. The fact is that this is not real community input as far as being a true partner in the decision making processes of LCAPs. As of right now, many parents and students feel that their voice is not truly reflected in the LCAP presentations.

Community input is key to LOCAL CONTROL FUNDING FORMULA and we have seen time after time again that in our district that is not well reflected. Currently our district is in the process of adopting our next LCAP budget and plan but is lacking real community input to what priorities and programs are in place.

During the LCAP meetings of 2019-2020 a full Supplemental and Concentration funds allocations were never shared with the community otherwise families would have been vocal on some allocations. During the LCAP presentation of mid May 2019 the only budget share contained less than $24 million and was a presentation where when questioned about certain allocations no one had answers to. Now we know the S/C LCAP funds are about $140 million. On April 28th 2020 and May 20th 2020 the community cried with members from AAPAC, DELAC, CAC, ICUC, COPE, BLU, YAP and many others expressed disappointment in the Supplemental and Concentration funds used for SBCUSD Police Department and operations.

We strongly urge the San Bernardino City Unified School Board to give direction to our district to re-evaluate the current process of our LCAP meetings and way of engagement to be designed to truly listen to community input that is reflected in the next 3 year LCAP plan. A direction that takes into account legitimate SBCUSD parents, SBCUSD students and SBCUSD community’s input and engagement in the decision making processes and that is able to be differentiated from district staff. Second we urge you to make sure that no LCFF Supplemental and Concentration funds are used for District police and related operations instead used for direct services that will increase academic support to students and families in SBCUSD.

We look forward to our continued collaboration and work moving forward to ensure the true intent of Local Control Funding Formula comes to a reality to all of our African American students, English Learners, Foster youth, students with disabilities and low income students benefit directly from the supplemental and concentration funds they generate.

We hope that together we can mend the misuse of these funds and find more equitable ways to reinvest these funds into our communities.

If you have any questions, please feel free to contact us at your earliest convenience.

Sincerely,
Rocio Ruiz-Chen, Lead Youth Organizer
Sergio Tonatiuh Luna, Director of Organizing
Dr. Tom Dolan, Executive Director

Inland Congregations United for Change
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PICO California | www.picocalifornia.org
EXHIBIT 16
Honorable members of the board, interim superintendent and cabinet, we write this letter as the San Bernardino Educational Justice Coalition which is made up of the BLU Educational Foundation, Congregations Organized for Prophetic Engagement (COPE), Inland Congregations United for Change (ICUC) and Youth Action Project (YAP). We write in response to the “Our Rights to Resources” report and to its application to the San Bernardino City Unified School District.

As this report comes to light, we realize that it has been a challenge for the district to both gather enough community input for the LCAP and create accountability and transparency for our community. It is during times like these that it becomes evident where we have disinvested heavily when it comes to our students and families, but it is also during these times that it becomes clear that there is an opportunity to fully redirect mismanaged funds to programs that will have a positive impact on our students and families.

The civil rights attorneys who authored the “Our Right to Resources” report found that SBCUSD was not in compliance with the Local Control Funding Formula (LCFF) in the following ways:

“(1) SBCUSD improperly omitted at least $9.5 million of spending intended for high-need students in its 2019-20 LCAP and, (2) even if the District did properly disclose it, spending such funds on a districtwide police department is improper because it is neither principally directed towards nor effective in meeting the districts’ goals for foster youth, English learners, or low-income students as LCFF regulations require. As such, the District must properly disclose all spending in its LCAP and, after performing the requisite community engagement, reinvest the $9.5 million of law enforcement spending on evidence-based services that actually support high-need students.”

Studies have shown that students who have a high needs background are more susceptible to low-efficacy which can affect their academic success as well as their social emotional development. This coalition letter should serve as a point of accountability and a reminder of the possibilities for our students’ social emotional development on which you are able to have an impact on today. There are many ongoing community organization efforts that can attest to the importance of uplifting students with high needs. Our primary focus is how to reinvest the $9.5
million in S&C funds that should be used to improve the educational experience of high-need students and close the achievement gap.

As organizations that have decades of experience working and partnering with the SBCUSD board, district staff and bridging the communities of thousands of students and families that we serve, work with and represent, we recommend and encourage SBCUSD reinvest the $9.5 million in programs that increase or improve services for high-need students and families such as:

a. Support for English Language Learners:
   - Use evidence from a self-analysis based on the research aligned English Learner statewide rubrics to identify areas of improvement and LCFF investment
   - Identify specific outcomes for the different profiles of ELs with metrics that are sensitive to their language and academic development.
   - Provide professional development for all educators on the implications of implementation of the English Learner Roadmap to build understanding and expertise about the needs of ELs and research-based practices specially during distant learning.
   - Ensure that professional learning for teachers of ELs addresses integrated and designated ELD as well as differentiation from generic standards-based instruction.

b. Closing the Achievement Gap for African American and Latinx Students:
   Sustaining and resourcing districtwide and school site efforts to address the achievement gap among students of color by:
   - Adequately resourcing the Equity & Targeted Student Achievement Department which oversees the African American and Latino Student Achievement Task Force and ensuring members of our coalition are also engaged and participate in them.
   - Increasing opportunities for Equity Training for all instructional leaders.
   - Increase teacher diversity through targeted recruitment efforts
   - Increase access to instructional gap specialist
   - Deepen engagement among parents through school and district parent governance structures.

c. Deeper investments in restorative practices, and PBIS systems throughout the district:
   A significant percentage of the achievement gap for students of color is caused by punitive discipline. Research shows that students of color are more likely to face a disproportionate amount of school suspension and expulsion. By reinvesting funds in training on restorative practices, we are making sure that we are investing in preventative measures from the beginning.

   For these reasons, we advocate for a redirection of funds to:
   - Strengthen district and school site infrastructure to track and monitor the degree to which restorative justice practices and PBIS are being used to further reduce suspension, expulsion, and law enforcement referrals
   - Expand restorative practice training for all district and school site personnel including school safety and law enforcement personnel.
d. Increased funding for wellness centers at high schools, mental health and social-emotional counselors and staffing for HEART team:

Research has continuously shown that students who receive social–emotional and mental health support achieve better academic success. While we know that our district has taken great steps in the right direction, the mental health resources available to students is still very limited. More funding needs to be directed towards:

- Opening wellness centers on every single high school campus across the district where mental and physical wellness resources would be centralized and readily available for students;
- More funding directed to the H.E.A.R.T. team in order to hire additional social emotional counselors such as Marriage and Family Therapists (MFT’s) and Licensed Clinical Counselors;
- Increased funding for H.E.A.R.T. Associates corresponding to the expanding needs of students receiving services.

e. Increased funding in student and family community based engagement that supplement school based family engagement. It is through this approach that we can target the hard to reach families and students that don't have the privilege to participate at site activities for various reasons that range from time availability, transportation, child care, etc.

In the past decade BLU, COPE, ICUC and YAP have supported the district in thinking outside the box when it comes to student and family engagement. Today we continue to support family and student engagement from a community based family engagement perspective. At a time where districts are scrambling to engage families, you have a resource of community based organizations that have earned trust and relationships with students and families that can be leveraged to reach a broader number of families in our district.

f. Closing the digital divide by engaging our community-based organizations to assist in outreach during the COVID-19 crisis and beyond

As the Covid-19 crisis continues, community needs become exacerbated. Thousands of families have lost income, suffer from food and housing insecurity and many have to make tough choices of keeping their internet, phone and other services on or put food on the table. Hearing family concerns and need for access to technology as well as access to the internet is a vital utility at this moment. Community-based organizations’ outreach efforts help to keep track of our community’s necessities during this crisis and beyond.

Members of this coalition are actively advocating with our local legislators, congress, department of education board, and others to uplift the local needs of our students and families. We continue to advocate for support and resources for our district and families as well as engaging communities in civic engagement efforts such as making sure they are counted in the 2020 census to ensure our communities receive the needed funds for the next decade. In addition, all of our coalition members, congregations, and community members are engaged to pass Schools and Communities First to bring additional resources from the State of California for our communities and schools. We share this to say we are with you to ensure that, in support of our families, teachers and community, demands for needed funds be met with community partnership from our leaders who will be there to advocate for our entire district, teachers, families and all of our students.
This is a great opportunity for San Bernardino to take charge and provide a comprehensive partnership that engages parents, students, and community stakeholders to change the narrative for our city and school district. This cohesive and innovative partnership will be and should be the model that all school districts look at as an example for recovery, engagement, and accountability. We look forward to reshaping the 21st century academic year, post COVID-19, as a win for all of us.

As the San Bernardino Educational Justice Coalition, we strongly urge the San Bernardino City Unified School District to take into consideration our collective voice and recommendations that reflect who we are as a community and the thousands of families that in one way or another are represented in our membership. We look forward to our continued collaboration and work moving forward to ensure the true intent of Local Control Funding Formula comes to a reality to all of our African American students, English Learners, Foster youth, students with disabilities and low income students benefit directly from the supplemental and concentration funds they generate.

If you have any questions, please feel free to contact us at your earliest convenience.

Dina Walker, Executive Director
Blu Educational Foundation

Jewel Patterson, Youth Organizer
Felicia Jones, Associate Director
Sammuel Casey, Executive Director
Congregations Organized for Prophetic Engagement

Rocio Ruiz-Chen, Lead Youth Organizer
Sergio Tonatiuh Luna, Director of Organizing
Dr. Tom Dolan, Executive Director
Inland Congregations United for Change
<table>
<thead>
<tr>
<th>District</th>
<th>Law Enforcement Action</th>
<th>Contribution to Proportionality</th>
<th>Law Enforcement Addressed in DIISUP?</th>
<th>Principally Directed?</th>
<th>Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Valley Unified School District</td>
<td>Goal 4, Action 4: Increased supervision and security measures at school sites. Includes police officers, deans, Campus Security and Proctors depending upon site need (p. 113).</td>
<td>2018-19 actual: $4,335,618 (p. 41)</td>
<td>No</td>
<td>No - the DIISUP does not even identify, much less justify, how police officers contribute to the increased and improved services requirement. The DIISUP only addresses the other aspects of Action 4.4 by stating: “Action four allows for supplemental supervision and administrative support staff to build relationships, mentoring, and intervention programs for students in need.” (p. 132). Even if police are construed to be part of this description, it fails to identify any specific needs, conditions, or circumstances of high-need students that will be addressed by increased supervision and security.</td>
<td>No - the DIISUP does not attempt to demonstrate effectiveness. This action fails to explain how increased supervision and security measures like police will impact any measurable outcome for high-need students in a state or local priority area. In fact, the LCAP demonstrates no progress in closing the discipline gap for Black students and a failure to make any meaningful progress on school safety, as measured by school climate surveys (p. 38-39, 108-09).</td>
</tr>
<tr>
<td>Chaffey Joint Union High School District</td>
<td>Goal 3, Action 12: Partner with local municipalities and law enforcement to provide a School Resource Officer on each school site. Contracts with Ontario and Montclair</td>
<td>Goal 3.12: 2018-19 actual: $823,303 (p. 55)</td>
<td>No</td>
<td>No - the district completely omits this action from its DIISUP and does not provide any explanation for how these services are principally directed at meeting its goals for high-need students. There is no discussion of the specific</td>
<td>No - the district does not explain how the services are effective and will improve outcomes for high-need students. In fact, the LCAP shows that foster youth suspension rates are increasing and are more than four times the suspension rate</td>
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</tbody>
</table>

1 All page numbers in this row reference the Apple Valley Unified School District LCAP approved by SBCSS and available on the SBCSS website. Apple Valley Unified, 2019–20 LCAP, [https://www.sbcss.k12.ca.us/attachments/article/2692/AppleValleyFinalLCAP.pdf](https://www.sbcss.k12.ca.us/attachments/article/2692/AppleValleyFinalLCAP.pdf).
2 The law enforcement and security actions are combined with administrative positions, like deans, proctors, and principals, so it is not possible to isolate the amount that is spent on law enforcement only.
3 Id.
| Hesperia Unified | Goal 2, Action 2: School police officers and additional campus assistants at secondary schools. Combined with parent/student surveys and forums to discuss school climate and safety (p. 84). | Goal 3.14  
2018-19 actual: $4,500 (p. 57)  
2019-20 budgeted: $692,500 (p. 146) | needs, conditions or circumstances of high-need students. | Goal 3, Action 14: Continue camera upgrades and complete LobbyGuard installation (p. 146). |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Hesperia Unified5 | 2018-19 actual: $2,788,813.07 (p. 32)6  
2019-20 budgeted: $3,107,536 (p. 84)7 | Yes. | No - the DIISUP does not identify any specific needs, conditions, or circumstances of high-need students that would be served by school police and security. In fact, the DIISUP states “[s]chool police to provide greater securing [sic] to all students” (p. 103). | No - the only outcome referenced in the DIISUP is “greater securing” or greater safety. However, the LCAP does not include any annual measurable outcome that tracks safety or perceptions of safety. The closest outcome in the LCAP is submission of school climate surveys by parents and students, but the substance of those surveys is not tracked (only the percentage of schools that submit surveys) (p. 31). Moreover, there is no explanation for how school police will make campuses safer for high-need students – in fact, all the research suggests that the opposite is true. |
6 The law enforcement and security actions are combined with parent and student survey and forum actions, so it is not possible to isolate the amount that is spent on law enforcement only. This amount represents the aggregated expenditures for all of these actions (surveys, forums, school police, and campus assistants).  
7 Id. |
| San Bernardino City Unified | N/A – The school police department funded by S&C is completely omitted from the LCAP. | 2018-19 actual: $8,851,270⁸ | No. | No - the $9.5 million school police action is not even identified in the LCAP, much less described and justified as principally directed in the DIISUP. | No - the $9.5 million school police action is not even identified in the LCAP, much less described and justified as effective in the DIISUP. |

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Quantitative Review

School Resource Officers and Exclusionary Discipline in U.S. High Schools: A Systematic Review and Meta-analysis

Benjamin W. Fisher · Emily A. Hennessy

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Abstract Over the past few decades, schools in the U.S. have increasingly relied on school resource officers (SROs) to provide safety and order within school settings. In spite of the intuitive appeal that SROs might offer for making schools safer, critics suggest that there may be unintended negative consequences to this trend, including an increase in exclusionary discipline (i.e., suspensions and expulsions) of students in schools with SROs. This study presents a synthesis of the existing quasi-experimental literature examining the relationship between the presence of SROs and exclusionary discipline in U.S. high schools. Following a systematic literature search, random effects meta-analysis was used to summarize ten effect sizes from seven reports. One meta-analytic model with seven effect sizes achieved statistical significance, yielding a mean rate ratio of 1.21, 95 % CI (1.04, 1.40), indicating that the presence of SROs in high schools was associated with higher rates of exclusionary discipline. A second meta-analytic model with three effect sizes indicated no statistically significant relationship between SRO presence and rates of exclusionary discipline [rate ratio = 1.54, 95 % CI (0.78, 3.06)]. There were high levels of heterogeneity in both models, indicating that unmeasured moderating variables would likely explain some of the variance. Implications for research are discussed.

Keywords School resource officers · Exclusionary discipline · Suspensions · Expulsions · Meta-analysis

Introduction

Schools are one of the key locations of development for adolescents; they spend nearly half of the days in a year at school, where they receive academic training, socialize with peers and adults, and learn skills that will help them become successful adults. Finding ways to maximize adolescents’ academic and non-academic learning in school is therefore a critical undertaking for ensuring the healthy development of individual adolescents as well as that of society more generally. Unfortunately, exclusionary discipline practices such as out-of-school suspensions and expulsions hinder student learning. In the 2009–2010 school year, 83 % of U.S. public high schools either expelled or suspended a student for at least 5 days with a total of over 400,000 of such punishments administered to students (Robers et al. 2013). Students who receive such discipline miss instructional time, leading them to fall further behind in classes and score lower on standardized tests (Arcia 2006; Kupchik 2010; Raffaele Mendez 2003; Suh and Suh 2007). Furthermore, exclusionary discipline has not been shown to act as an effective deterrent of future misbehavior. Adolescents who have been suspended are at greater risk for negative behavioral outcomes (Tobin et al. 1996), including increased contact with the juvenile justice system (Christle et al. 2005; Fabelo et al. 2011). The use of exclusionary discipline is also associated with poorer outcomes for schools more generally. Schools that use more exclusionary discipline fare worse on standardized tests (Raffaele Mendez et al. 2002; Rausch et al. 2004) and have higher dropout and lower graduation rates (Christle et al. 2007). Highly punitive environments have negative academic consequences even for students who are not direct recipients of discipline (Perry and Morris 2014). These negative outcomes are one reason that the U.S. Department
of Education (2014) urged schools to limit their use of zero-tolerance discipline policies.

Concurrent with national discussions about exclusionary discipline, federally funded efforts have attempted to make schools safer in ways that may also affect school discipline. In response to the school shooting at Sandy Hook Elementary School in Newtown, Connecticut in 2012, President Obama unveiled a federal strategy devoted to making America’s schools safer, within which he pledged funding for hundreds of school resource officers (SROs) around the country (The White House 2013). SROs—sworn police officers assigned to a particular school or school district who are responsible for maintaining school safety (Canady et al. 2012)—are not an uncommon presence in schools; estimates indicate that between 58 and 70 % of schools had some sort of police or security personnel in the 2011–2012 school year (Robers et al. 2014). However, some critics have suggested that rather than making schools safer, SROs may have iatrogenic effects, including increasing schools’ rates of exclusionary discipline (e.g., Hirschfield 2008). If this proliferation of SROs is associated with increased discipline rates, this effect could potentially lead to further negative outcomes for both adolescents and schools.

Although SROs were implemented to address physical threats to school safety, they have become increasingly involved in matters internal to the school, particularly adolescent problem behaviors. For instance, Finn et al. (2005a) found that SROs and zero-tolerance policies functioned as mutually reinforcing agents of discipline within one school district. Similarly, in an ethnography of school discipline practices and processes, including the involvement of SROs, Kupchik (2010) found that SROs have become an important part of school discipline processes, and as a result of this involvement the severity of punishments given has increased. For example, unruly adolescent behavior might be considered “horseplay” by teachers and administrators, resulting in a visit to the principal’s office or detention. Alternatively, an SRO might view the same behaviors as “disorderly conduct,” potentially resulting in harsher school-based punishment and even involvement with the juvenile justice system. In fact, some scholars have suggested that this punishment of highly interpretable behaviors may be one mechanism by which SROs increase discipline rates (Na and Gottfredson 2011; Theriot 2009). Because implementing SROs into schools randomly has been unfeasible or unethical, there have been no randomized control trials to date examining any effects of SROs. However, because SROs may be linked with adolescents’ success in school, it is critical that schools and policymakers make decisions about SROs using the best available evidence. Therefore, the current study synthesizes extant literature on the relationship between the presence of SROs in high schools and overall rates of exclusionary discipline. Given the current state of this topic as a burgeoning field of research, this study will examine the relationship between the presence of SROs and rates of exclusionary discipline rather than attempting to draw overall conclusions about whether SROs are effective in making schools safer. If introducing SROs into schools results in higher rates of exclusionary discipline, then future work should attempt to uncover the mechanisms by which this occurs.

Conflicting Theoretical Frameworks

Existing theoretical frameworks are in tension as to how SROs should be expected to affect exclusionary discipline. Routine activity theory suggests that victimization occurs when there is a confluence in time and space of three factors: a suitable target, a motivated offender, and a lack of capable guardians (Cohen and Felson 1979). In schools, SROs may function as guardians in spaces where victimization may occur in the absence of guardianship (e.g., hallways or cafeterias). This sense of guardianship could decrease victimization and other related problematic behaviors, which in turn could reduce rates of exclusionary discipline. The routine activity framework is consistent with other crime control approaches that argue that the more surveillance and guardianship there is in a school, the more likely it is that behaviors that merit exclusionary discipline will be either prevented or detected and dealt with appropriately, thereby discouraging such behaviors in the future (e.g., Hirschi 2002; Hirschi and Gottfredson 2003).

Alternatively, criminalization theories suggest that the presence of SROs may actually lead to an increase in the rate of exclusionary discipline. They suggest that schools mirror macro-level sociological trends that have become increasingly exclusionary and punitive (Hirschfield 2008; Kupchik and Monahan 2006). One way this may manifest itself is in the criminalization of adolescent behavior, where school discipline is delegated to SROs and police departments rather than being handled internally by school personnel. Adolescent misbehavior, then, becomes defined in legal terms rather than developmental ones; adolescents who misbehave are labeled as criminals and interface with the juvenile justice system when they might not have done so in the absence of SROs (Hirschfield 2008).

Tension in the Roles of SROs

SROs represent one model of school security personnel that has garnered much praise in recent years. Of particular salience for policymakers is that SROs are intended to act as a safeguard against high-profile mass shootings such as those at Columbine High School in 1999 or Sandy Hook.
Elementary School in 2012 (Borum et al. 2010; Pittaro 2007). This framework positions SROs as a gatekeeper between potential external threats and schools’ interior learning environment. However, most SROs’ duties include tasks and responsibilities that also involve functions within the school. Although the exact duties of SROs vary by location (Finn and McDevitt 2005; Kupchik 2010), the National Association of School Resource Officers—the largest professional organization of SROs—subscribes to a “triad model” where SROs’ responsibilities fall into three domains: teaching, counseling, and law enforcement (Canady et al. 2012). The specific tasks of SROs in a given school are typically explicated via memorandum of understanding between local law enforcement agencies and schools, leading to considerable variability across locations in the daily roles and responsibilities of SROs (Covert 2007; Finn et al. 2005b). SROs may formally teach workshops or courses in school to increase adolescents’ knowledge about the legal system, policing, and other related areas (e.g., Kupchik 2010; Rippetoe 2010). As counselors, SROs are expected to develop relationships with adolescents and appropriately address their needs, particularly around behavioral or legal issues. In their roles as law enforcers, SROs are supposed to maintain law and order in schools, with particular attention given to illegal behaviors. In fact, most SROs are only supposed to intervene in issues involving adolescents’ problem behaviors when a law has been broken and refer them to other school personnel when the violation was only of a school—not legal—policy (Canady et al. 2012).

As noted by Kupchik (2010), there are tensions and ambiguities inherent to the SRO position. First, SROs are responsible to two different organizational structures (schools and police departments); some SROs have reported confusion about their place at the nexus of these two organizations, expressing a sense of ambiguity about the cultures and authority structures to which they belong (Dickmann 1999; Kupchik 2010). For instance, SROs have been trained and socialized in the culture of police departments—a culture that is not always compatible and sometimes at odds with the goals of a school. Criminalization theories would suggest that SROs’ responsibility to police departments leads them to view problematic behaviors as crimes, whereas school personnel are trained to view them as obstacles to learning or developmental challenges. These differences in the ways that the two different authority structures perceive and address problematic behaviors leave SROs in tension between the two sides. Perhaps these differences are why SROs and their police department supervisors in one California county rated themselves as more proficient in their law enforcement duties than did school administrators (Murray 2003); proficiency might mean one thing to police and another to school administrators.\footnote{It is noteworthy, however, that many school administrators have a highly favorable view of SROs and believe they contribute meaningfully to maintaining school safety (e.g., May et al. 2004).} The intersection of these two cultures has led to difficulties and tensions regarding how SROs interact with adolescents, particularly in regard to discipline.

A second tension that SROs experience is between their roles as law enforcers and as counselors (Kupchik 2010). As law enforcers, SROs are primarily expected to guard against external threats, but also to monitor illegal behaviors within the school (Canady et al. 2012; Covert 2007; Finn et al. 2005b). As counselors, SROs should make themselves available to assist adolescents with behavioral and legal issues and to offer advice about a wide range of topics (Finn et al. 2005b; Kupchik 2010). However, these roles may produce conflict for the SRO if adolescents share information with an SRO that implicates themselves, a friend or family member in an illegal activity (see, for example, Mulqueen 1999). Adolescents might expect a counselor to help them identify skills or strategies to address the presenting issue; however, because SROs have received most of their formal training as law enforcers (and not counselors), they may be much more likely to take legal action against the offending individual. So, where a adolescent might have hoped to receive counseling about a problem (such as drug use or gang involvement), the adolescent might end up interfacing with the justice system because of the SRO’s role as a law enforcer, consistent with criminalization theories. This is a tension inherent in the job description of SROs and one that is likely dealt with differently across schools.

These tensions that SROs experience leave them in a difficult position. When SROs observe adolescents’ problem behaviors, they must make a choice about whether or not to intervene. If the behavior is illegal, the choice is relatively straightforward; SROs are responsible for dealing with any illegal actions in school. If the behavior is not illegal, but violates school rules, SROs may feel it appropriate to intervene in their role as a teacher or counselor, even if law enforcement is not needed. Should they choose not to intervene in situations such as these, they might communicate that they are willing to tolerate rule-breaking behavior and thereby contribute to a sense of disorder at the school; therefore, they may be compelled to address these situations directly. However, because of their years of training and experience as law enforcers and status as sworn police officers, they may be especially quick to identify behaviors that could be categorized as illegal, potentially leading to more serious discipline for adolescents than if the SROs had never been involved (Hirschfield 2008; Hirschfield and Celinska 2011; Kupchik and
Monahan 2006), particularly with vaguely defined offenses that are subject to interpretation such as disorderly conduct. Both ethnographic (Kupchik 2010) and large-scale quantitative studies (Na and Gottfredson 2011; Theriot 2009) have found this effect: schools with SROs tend to be more severe in their punishment of misbehavior that could be considered open for interpretation. Although the exact reasons this may take place are unclear, it suggests that the tension inherent in SROs’ job descriptions may be associated with schools’ overall rates of exclusionary discipline.

The Current Study

Systematic reviews and meta-analyses are useful techniques for summarizing existing research on a given topic; such an undertaking is particularly relevant for SROs because they are costly to taxpayers and any potential effects of SROs—positive or negative—have implications for researchers, policymakers, and practitioners. To date, we are aware of one related systematic review (Petrosino et al. 2012) examining the relationship between school police and various adolescent academic and behavioral outcomes (e.g., academic achievement, fear at school), but it includes other types of law enforcement personnel besides SROs, does not explicitly address exclusionary discipline, and provides no quantitative synthesis of results. We are unaware of any meta-analyses that have examined student- or school-level outcomes associated with the presence of SROs. Therefore, the current study seeks to examine the relationship between SROs and exclusionary discipline by collecting and synthesizing prior research that has measured this relationship. Although the literature around the implementation of SROs is still growing, a meta-analysis at this stage could highlight the most important next steps to be addressed with primary literature. This is particularly relevant given that SROs are an expensive school-level intervention that lack rigorous experimental data about their effectiveness. Therefore, a meta-analysis can maximize use of the existing data to demonstrate strengths and gaps (Rosenthal and DiMattateo 2001) and provide relevant information for those interested in planning new studies (Borenstein et al. 2009). Indeed, one primary advantage to the synthesis of effect sizes in addition to a narrative review is that in a meta-analysis, the studies can first be weighted for their precision and then combined. By aggregating effect sizes across studies in this way, even if the aggregation only includes two studies, we increase validity and avoid leaving the reader to a vote count where studies are assessed solely by their individual P-values (Borenstein et al. 2009; Rosenthal and DiMattateo 2001; Valentine et al. 2010). Additionally, because individual studies often have low statistical power to reject the null hypothesis, meta-analyses often give more power to detect effects than single studies (Borenstein et al. 2009). Thus, if appropriate statistical methods are used, the meta-analysis can give a clearer picture of the impact of an intervention on outcomes of interest. As such, the research question for this study is: What is the association between the presence of SROs in U.S. high schools and schools’ rates of exclusionary discipline? To answer this question, we conducted a systematic literature review and meta-analysis of existing primary research reports that measured the relationship between the presence of SROs and rates of exclusionary discipline.

Method

Eligibility Criteria

Reports had to meet several criteria to be included in this meta-analysis. First, the reports had to include data from high schools (i.e., grades 9 through 12); any reports that included schools where other grades were combined with high school were also included. Reports that collected aggregated district- or state-wide data from high schools were eligible for inclusion. Second, there had to be clear evidence that at least one SRO (not a non-SRO police officer or private security guard) was present at the school. The models of involvement of non-SRO security personnel in schools are often quite different from those of SROs (see, for example, Brady et al. 2007). Third, the report had to provide information for analytical comparison. This could include either (a) at least one comparison school that did not have an SRO; or (b) disciplinary incident report data about a school before and after it implemented an SRO. Fourth, reports needed to include data about rates of school-based disciplinary incidents. Three pieces of information are necessary to calculate rates of incidents: the number of incidents, the number of students in the school, and the time span over which the incident data were collected. Reports that did not provide sufficient information about any of these three variables were excluded unless we could find the information by contacting the author or searching online using publicly available school or district data.

Data Sources and Search Process

We used several sources to locate reports that might be eligible for inclusion in this meta-analysis with the goal of casting a wide net that might capture any study that focused on SROs. To this end, we searched the following electronic databases (current as of June 15, 2014): ERIC, IBSS, PAIS
International, ProQuest Criminal Justice, ProQuest Education Journals, ProQuest Psychology Journals, ProQuest Social Science Journals, PsycARTICLES, PsycINFO, Social Services Abstracts, Sociological Abstracts, ProQuest Dissertations & Theses: UK & Ireland, and ProQuest Dissertations & Theses. The search terms used across all databases were: TI, AB (“school resource officer” OR “school resource officers” OR “resource officer” OR “resource officers” OR SRO OR SROs OR SRO’s). Additionally, we reviewed references and searched for subsequent citations of all eligible reports, hand-searched all past issues of the Journal of School Violence, and consulted with multiple experts familiar with research on SROs. We included unpublished literature in our search because we sought to guard this meta-analysis against publication bias (Rosenthal 1979), a problem that still appears in the social sciences literature today (Polanin et al. 2015). Unfortunately, whether a report is published is not necessarily a reflection of study quality. There is a history of publication bias across many disciplines where even well-conducted studies are not submitted for publication (Cooper et al. 1997; Dickersin 1997) or do not make it well-conducted studies are not submitted for publication bias across many disciplines where even necessarily a reflection of study quality. There is a history of publication bias (Rosenthal 1979), a problem that still appears in the social sciences literature today (Polanin et al. 2015). Unfortunately, whether a report is published is not necessarily a reflection of study quality. There is a history of publication bias across many disciplines where even well-conducted studies are not submitted for publication (Cooper et al. 1997; Dickersin 1997) or do not make it through the review process because of null or negative outcomes (Dickersin 1997; Scherer et al. 2007). Therefore, in this synthesis, we sought to reduce the potential of publication bias by searching for both published and unpublished studies.

**Study Selection, Coding, and Variables**

After performing this initial search, the first author filtered out any duplicates and reviewed the titles and abstracts for each report and excluded reports that were not topic related. Many reports excluded at this level came from medical or chemical reports where the abbreviation “SRO” was used, but not in reference to school resource officers. The first author then performed a full-text review of each remaining report and filtered out reports that did not meet our eligibility criteria outlined above. When data to calculate rates of exclusionary discipline were missing, we contacted authors in attempt to supplement the given information. After identifying all eligible studies, the two authors independently reviewed the studies and coded the study variables. Any disagreement was resolved by consensus, including reading and interpreting reports together and talking through the calculation of effect sizes.

**SRO Presence**

The key independent variable in this study is the presence of SROs in high schools. Because of the available information from research reports, schools with multiple SROs were analytically treated the same as schools with one SRO. As mentioned previously, non-SRO police officers and other types of security guards are assumed to operate under a very different model from SROs, and thus schools that employed such personnel were not coded as having SROs.

**Exclusionary Discipline Rates**

Not all studies reported the same types of school-based exclusionary discipline rates and some reported multiple types. Therefore, we created a hierarchy of what disciplinary incidents to prioritize: (1) out-of-school suspensions; (2) expulsions; (3) arrests; and (4) reported crimes. This hierarchy emphasizes actual incidents of exclusionary school discipline (i.e., out-of–school suspensions and expulsions), but does not ignore incidents that likely merited disciplinary action, whether or not disciplinary action was ever taken (i.e., arrests and reported crimes). Although some scholars have conceptualized out-of-class discipline as exclusionary (e.g., Mitchell and Bradshaw 2013), the focus of this analysis is on out-of-school discipline. Some manifestations of in-school discipline (such as in-school suspensions) may include an element of academic engagement, particularly if adolescents receive tutoring or assistance with homework during their time of discipline, but out-of-school discipline precludes adolescents from having any sort of formal academic engagement at school and forces them to miss instructional time. Therefore, detentions and in-school suspensions were not included in this hierarchy because they do not exclude adolescents from school altogether (although they may miss classes), and their instantiation varies widely from school to school. Out-of-school suspensions, expulsions, and arrests represent disciplinary responses that are more likely to lead to missing instructional time and the associated negative consequences (e.g., Brown and Saks 1986; Clark and Linn 2003).

**School Variables**

Several school-level variables were collected for both the schools with and without SROs, the majority of which were used for descriptive purposes only. School level was measured as either high school only, or high school combined with other grades. The number of schools included in calculating the effect size was also coded as some effect sizes were based on data from a single school whereas others were based on pooled data from school districts or states.

School size (the total number of students), a variable needed to calculate the rate ratio, was coded based on the information provided in the reports. If school size was not provided, it was calculated based on other available
statistics in the report or located online using the Common Core of Data website (U.S. Department of Education 2013). For reports that used a pre–post design, we coded school-level information differently at pretest and posttest if that information was reported. However, if it was only reported once, the same information was used for both time points (e.g., if the school size was only reported for one time point, we used that same value for both pretest and posttest calculations).

Study Design and Report Variables

Several study design variables were also coded. Two report-level variables were measured for each effect size: the type and year of publication. Four design variables were coded: the unit of SRO assignment (i.e., whether SROs were assigned to individual schools or districts); the study design (i.e., pre–post or comparison school); whether pretest differences were measured between SRO and comparison schools; and the significance of any pretest differences. Two variables relating to the reporting of in-school disciplinary incidents were measured: the source of incident data (i.e., official records, administrator reports, teacher reports, SRO reports, student reports), and the type of incidents reported (i.e., suspensions, expulsions, arrests, or reported crimes).

Summary Measures

The effect size used to synthesize results across studies in this meta-analysis is the rate ratio (Deeks et al. 2008). The rate ratio is useful to capture differences in rates of incidents (rather than counts of incidents) across two different groups. In this study, it was important to use rates rather than counts of exclusionary discipline to adjust for differences in school size. That is, there is a meaningful difference between two schools that administered 100 incidents of exclusionary discipline per year if one school has 300 students and the other has 1500. Rate ratios are calculated using the formula:

$$\frac{E_T}{T_T} = \frac{E_C}{T_C}$$

where \(E_T\) = the number of events in the treatment group, \(T_T\) = the amount of time in the treatment group, \(E_C\) = the number of events in the control group, and \(T_C\) = the amount of time in the control group. In this study, the events were spread out over people and time rather than just time. Therefore, rate ratios were calculated by dividing the number of incidents by both the number of students in the school and the length of time relative to a 9-month school year. For example, 100 events in a school with 1000 students over one school year would yield a \(T\) value of .1, whereas 100 events in the same school during one half of a school year would yield a \(T\) value of .2. Some studies using a pre–post design did not report the number of students per school. To calculate the rate ratios for these schools, we assumed a constant school size, and the rate ratio calculation reduced to:

$$\frac{E_T}{E_C}.$$

To calculate the standard error (SE) of the logged rate ratio, we used the formula:

$$\sqrt{\frac{1}{E_T} + \frac{1}{E_C}}$$

where \(E_T\) = the number of events in the treatment group and \(E_C\) = the number of events in the control group. As recommended by Borenstein et al. (2009), prior to our analysis, all the outcome measures were logged to allow combination across reports, and then exponentiated after model estimation to ease interpretation.

Analytic Strategies

To estimate the relationship between SRO presence and overall rates of exclusionary discipline, separate random effects inverse variance weighted meta-analyses were conducted for each design type (i.e., pre–post and comparison school). We decided a priori to use random effects analysis because we could not justify the assumption that any potential effects of SROs would be the same across different contexts. In the pre–post design studies, we used the mean of pre-intervention rates of exclusionary discipline and compared them to rates calculated using the mean of all post-intervention measurements, not including the year that the SROs were implemented (where available) in order to avoid any implementation effects in the post-SRO measurement. To further examine any heterogeneity, we calculated \(Q\), \(\tau^2\), and \(I^2\) values for each model. Although we sought to avoid publication bias through our systematic search for both published and unpublished literature, we also used several meta-analysis techniques to assess the presence of publication bias in our included studies. We used three recommended techniques: we visually examined a funnel plot, conducted an Egger’s regression test, and conducted a trim and fill analysis (Rothstein et al. 2005).

Results

Study Selection and Characteristics

The electronic database search yielded 923 reports. After removing trade journal and magazine articles and any duplicates, and reviewing the titles and abstracts of the remaining
reports, we excluded 794 reports. We performed a full-text review of the remaining 129 reports and excluded 122 because they did not meet our predetermined eligibility criteria. No additional studies were added via our other search strategies; as such, the final sample consisted of seven reports. See Fig. 1 for more detailed information about the reasons for exclusion. Characteristics of the included reports are presented in Table 1. The seven eligible reports used for these meta-analyses were published between 1999 and 2010 as dissertations ($k = 4$), technical reports ($k = 1$) and peer-reviewed journal articles ($k = 2$) These seven studies provided us with ten unique study samples and their corresponding effect sizes, with the technical report contributing four separate effect sizes. All incident data were gathered from official school reports. Three of the effect sizes used a comparison school design and seven used a pre–post design. Schools without SROs ranged in size from 875 to 2350 students ($M = 1478.52, SD = 554.83$) and schools with SROs ranged from 950 to 2350 students ($M = 1510, SD = 525.92$). Three studies used pre-test matching based on school size only.

### Description of Studies

**Barnes (2008)**

Barnes (2008) conducted a quasi-experimental study that examined the rates of reported crimes on school property before and after the implementation of SROs in high schools throughout North Carolina. The dependent variable in this study (rates of reported crimes) was gathered from administrative records and included the following crimes: assault, possession of a controlled substance, robbery, and weapon possession. According to North Carolina law, school personnel are required to report these crimes to law enforcement. A total of five waves of data were collected: one before SRO implementation (1995–1996) and four after SRO implementation (1996–1997 to 1999–2000). The baseline year had the lowest mean rate of reported crimes (0.581 per 100 students), although the differences between the baseline year and subsequent years were not statistically significant. Barnes (2008) also included a non-equivalent comparison group of schools that did not implement SROs and found no significant difference in the reported crime rates between the two groups of schools. Relative to the other included reports, this dissertation provided a large amount of data both in terms of the number of schools included and the number of measurement years. The multiple baseline years are particularly important because they provided additional information about the rate of exclusionary discipline prior to the implementation of SROs than only a single baseline year. Moreover, the analyses within this study controlled for baseline rates to draw more valid conclusions about the effect of implementing SROs.

**Finn et al. (2005a): Large Established Site 3**

The Department of Justice and the Office of Community Oriented Policing funded a national evaluation of SRO
## Table 1 Characteristics of eligible reports

<table>
<thead>
<tr>
<th>Report</th>
<th>Sample</th>
<th>Setting</th>
<th>Study design</th>
<th>Outcome variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finn et al. (2005a)</td>
<td>Single high school with over 1000 students</td>
<td>Southern county serving 20,000 students (50 % FRPL)</td>
<td>Pre–post</td>
<td>Suspensions for fighting</td>
</tr>
<tr>
<td>Link (2010)</td>
<td>20 school districts with 2000 or fewer students with SROs compared to 20 school districts with 2000 or fewer students without SROs</td>
<td>Statewide in Missouri</td>
<td>Comparison school</td>
<td>Suspensions of 10 or more days</td>
</tr>
<tr>
<td>Rich-Shea (2010)</td>
<td>14 randomly selected high schools (stratified by size) with SROs compared to 11 randomly selected high schools (stratified by size) without SROs</td>
<td>Statewide in Massachusetts</td>
<td>Comparison school</td>
<td>Out-of-school suspensions</td>
</tr>
<tr>
<td>Theriot (2009)</td>
<td>13 schools with SROs compared to 15 schools without SROs in a single school district’s middle, high, and alternative schools</td>
<td>Single school district in a primarily urban and suburban Southeastern county (81 % White, 40 % FRPL)</td>
<td>Comparison school</td>
<td>Arrests</td>
</tr>
<tr>
<td>Wilkerson (2001)</td>
<td>Approximately 2500 9th and 10th grade students from a single high school</td>
<td>City in Southern Illinois (95 % White; 25 % FRPL)</td>
<td>Pre–post</td>
<td>Suspensions for gangs, substances, or violence</td>
</tr>
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programs beginning in May 2000. Multiple technical reports were published from the findings of this evaluation, including a 448-page report by Finn et al. (2005a). The research team selected the 19 SRO programs based on multiple criteria, including a diversity of sizes of law enforcement agencies and longevity of SRO programs. More specifically, the 19 programs were categorized as large established programs, large new programs, small established programs, and small new programs. These case studies included extensive data collection of individual schools, school systems, and police departments, including interviews with multiple stakeholders, collection of administrative records, and surveys. Some of these case studies contained quantitative data that met the current review’s eligibility criteria, but the authors made no attempt to quantitatively synthesize this information across the various sites.

A site called Large Established Site 3 was the first of four individual case studies eligible for this systematic review and meta-analysis. Large Established Site 3 is situated in a county with a population of roughly 100,000 in the South. Finn et al. (2005a) collected data on suspensions for fighting in one high school within this site over a 7-year span from 1994–1995 to 2000–2001, including 1 year of data before SRO implementation and 6 years of data after SRO implementation. There were 72 suspensions for fighting in 1994–1995—the year before SRO implementation; that number decreased to 48 when an SRO was implemented in the school in 1995–1996, and then declined even further in subsequent years to 32, 29, 28, 24, and 27 suspensions for fighting per year (although the authors did not conduct any formal significance tests). One potentially confounding variable is that a zero-tolerance policy for fighting was implemented in the same year as the SRO, thereby potentially obfuscating any effect that could be attributed solely to the SRO. In fact, Finn et al. (2005a) reported that the SRO and the zero-tolerance policy were mutually reinforcing and largely went hand-in-hand. The decrease in suspensions for fighting might also be attributable to regression to the mean; the SROs and zero-tolerance policies were implemented largely as a reaction to the rampant fighting in schools, suggesting that the amount of fighting may have decreased regardless of the changes.

Finn et al. (2005a): Large New Site 2

The second site from the Finn et al. (2005a) report eligible for inclusion—Large New Site 2—is in a county of 400,000 primarily White urban-dwelling people in the Midwest. Four waves of data were available, including 1 year before SRO implementation (1999) and 3 years after (2000–2002). The outcome data are comprised of reports to the sheriff’s office from all schools in the district, including the following offenses: violent crime, property crime, domestic violence, sexual assaults, arson, bomb threats, drugs/alcohol, motor vehicle, status offenses, threats, warrant, non-criminal investigation, and other/unspecified. Although information about suspensions and expulsions was available, all of the data were collected after the implementation of SROs and therefore had no counterfactual for a comparison. In the last year before SRO implementation, there were 283 police reports filed with the sheriff’s office; in the first year with SROs, this number increased to 374, and then to 397 the following year. In the third year after SRO implementation, there had been 217 reports as of October 15, indicating a potential decline. School personnel suggested that the increase in reports to the sheriff’s office in the first 2 years was due to increased reporting, not increased behavior problems.

Finn et al. (2005a): Large New Site 3

This site is situated on the east coast in a town with a diverse population of 45,000. SROs were implemented in the district’s two middle schools and one high school in 1999–2000. Finn et al. (2005a) collected six waves of data on arrests at school for the district’s high school, including two waves before SRO implementation and four waves after. In the 2 years before SRO implementation, there were 17 and 28 arrests. This number peaked at 35 in the year that SROs were implemented, and then declined afterwards to 31, 12, and 18 arrests per year in the final 3 years that data were available. There was a parallel trend in the number of police calls to the high school; the authors interpreted this as evidence that adolescents’ behaviors in school improved and therefore the amount of discipline needed in the school decreased. A strength of the data from this particular site is the inclusion of multiple waves of data both before and after SRO implementation, allowing for stronger conclusions about baseline rates and post-intervention rates of exclusionary discipline than if only one wave of pre- or post-intervention data was provided.

Finn et al. (2005a): Large New Site 4

The final eligible site report from Finn et al. (2005a) is in a mid-sized city with a large Hispanic population in the southwest. SROs were implemented in the district’s 30 middle and high schools in 1999. Finn et al. (2005a) tracked the total number of suspensions across 10 high schools in the district across four waves, including one wave before SRO implementation and three waves after. In the year before SRO implementation, there were a total of 2445 suspensions across the 10 high schools; this number dropped slightly to 2249 in the year that SROs were implemented and then rose in the following 2 years to 2763.
and 3230. Interestingly, whereas the total number of suspensions increased after SRO implementation, there was an overall decline in the number of long-term suspensions and reports of violence and weapons (although there was an increase in the reports of substance use). Taken together, these data may indicate that suspensions were increasingly relied on as punishment for relatively minor offenses at the same time that the incidence of more serious violent offenses dropped.

**Johnson (1999)**

In this study, SROs were implemented in the public school system in a southern city at the beginning of the 1995–1996 school year. Johnson (1999) collected three waves of data across nine high schools (one wave before SRO implementation and two waves after), although data collection for the third wave ended in November of 1996. The outcome measure used in this study was a summed total of suspensions for three types of offenses: minor Class I offenses (e.g., gambling, nonconformity to dress code, harassment or intimidation of other students), intermediate Class II offenses (e.g., fighting, larceny, leaving school grounds without permission), and major Class III offenses (e.g., arson, grand theft, possession of firearms or weapons). The total number of recorded offenses in the high schools in the year before SROs were implemented was 4049; this number dropped to 3760 in the year that SROs were implemented and was at 2154 in November of the final wave. The total number of suspensions for Class I and Class III offenses each increased from Wave 1 to Wave 2, and suspensions for Class II offenses decreased. Because the data from Wave 3 were incomplete, it is unclear whether the overall drop in the number of suspensions would have continued in the same direction.

**Link (2010)**

This study examined the relationship between the presence of SROs in Missouri school districts with 2000 or fewer students. Specifically, Link (2010) compared differences in the number of suspensions for 10 days or more between 20 districts with SROs and 20 districts without SROs in a single year. At the time of the study, the Missouri School Resource Officers Association reported that there were 20 total districts with a student population of 2000 or less that had SROs; all of these districts were included in the study. The comparison districts were selected randomly from a list of the remaining districts with a student population of 2000 or less. Link (2010) found no significant difference in the number of suspensions for 10 days or more between districts with SROs (\( M = 8.20, SD = 13.13 \)) and those without (\( M = 9.40, SD = 14.10 \)). This study was one of the few eligible for inclusion in this review that included a priori matching criteria for the schools in the sample. This allows for stronger conclusions to be made because it reduces the presence of potentially confounding school characteristics that may have introduced bias.

**Rich-Shea (2010)**

In this study, Rich-Shea (2010) examined the differences in suspension rates between high schools with and without SROs in Massachusetts across six waves of data. High schools were considered eligible for this study if they served grades 9–12, did not have their own police force, and were not a charter school, alternative school, vocational school, or other specialized school. After stratifying 180 eligible high schools in the state by size (small, medium, and large), 14 randomly selected public high schools with SROs were compared to 11 randomly selected high schools without SROs. This stratified random sampling in study helped to bolster the study’s internal validity while still retaining a relatively large sample of schools. Out-of-school suspension rates were higher in schools with SROs across all six waves of the study, although rates in both groups declined markedly over the duration of the study. Interestingly, in-school suspensions decreased in a similar pattern among schools without SROs, but schools with SROs saw an increase in their rates of in-school suspension. When combining these two suspension types, Rich-Shea (2010) found that schools with SROs maintained a fairly steady rate of suspension whereas schools without SROs decreased their rate of suspension. Rich-Shea (2010) suggested that schools with SROs may have begun to use in-school suspensions rather than out-of-school suspensions, resulting in very little change in the overall rate of suspension, but a decline in out-of-school suspensions.

**Theriot (2009)**

This quasi-experimental study examined the relationship between the presence of SROs and the rate of arrests at school. The study included data from 13 schools with SROs and 15 schools without SROs across a 3-year span (2003–2004 through 2005–2006). In an unadjusted negative binomial regression model, the presence of SROs predicted a significant increase in the rate of total arrests per 100 students (\( M = 11.5, SD = 25.1 \) in schools with SROs; \( M = 3.9, SD = 6.9 \) in schools without SROs). However, when including the percent of students with economic disadvantage as a covariate the presence of SROs was no longer a significant predictor of arrest rates. Theriot (2009) also disaggregated the total number of arrests into six categories: assault, weapon on school...
property, drugs, alcohol/public intoxication, disorderly conduct, and other charges. In unadjusted models, the presence of SROs was a significant predictor of higher arrest rates for disorderly conduct and other charges, and remained a significant predictor of higher arrest rates for disorderly conduct when controlling for the percent of students with economic disadvantage as well as the interaction between these two independent variables. Therefore, the increase in the overall arrest rate attributable to SROs may be driven largely by the increase in arrests for disorderly conduct.

Wilkerson (2001)

This study focused on the relationship between the presence of an SRO in a single high school in Illinois and the number of suspensions due to violence, gang activity, and substance use (including alcohol). To examine this relationship, Wilkerson (2001) used four waves of annual suspension data, including two years before SRO implementation and two after. Suspension data were collected for students who were in 9th grade in 1996–1997 and 10th grade in 1997–1998—before the SRO was implemented; this sample served as the control group. After the SRO was implemented in the beginning of the 1998–1999 school year, suspension data were collected for those students who were in 9th grade in 1998–1999 and 10th grade in 1999–2000; this sample served as the experimental group. In the control group, 88 suspensions were administered in the 2-year timeframe, representing 6.82 % of the students. There was no significant difference in the experimental group; students in this group received 90 suspensions, including 7.32 % of the students. In further analyses, Wilkerson (2001) found no effect of SROs on overall rates of suspensions for violence, but found that females were suspended due to violence significantly more after SRO implementation; there was no difference for males. There was no effect of SROs on suspensions due to gang activity, nor was there any gender effect. Similarly, there was no effect of SROs on overall or gender-specific suspensions due to substance/alcohol use. Although this study only included a single school, the study design eliminated any between-schools confounding variables, and the presence of any within-school confounding variables was likely only due to variation by year.

Synthesis of Results

To quantitatively synthesize the results of the eligible reports, separate random effects meta-analyses were conducted for effect sizes derived from studies using either a comparison school or pre–post design. Each of these designs has different underlying assumptions about the nature of the effect of SROs on exclusionary discipline and therefore this warrants separate analysis by design. Because of the small number of effect sizes in each study, we did not include any control variables in our analyses. Figure 2 displays the results for the comparison school meta-analysis ($k = 3$). This meta-analysis yielded a mean rate ratio of 1.54, 95 % CI (0.78, 3.06), a value not significantly different from the null effect. This indicates that in studies that used a comparison school design, the rate of school-based disciplinary incidents in schools with SROs was not significantly different from the rate in schools...
without SROs. There was a significant amount of heterogeneity in this model ($Q = 15.14, p = .001$), including a large amount of between-study heterogeneity ($\tau^2 = 0.29$), indicating that including moderators in the model could provide a more precise estimate and explain within- and between-study heterogeneity. Moreover, an $I^2$ value of 86.8% indicates that most of the heterogeneity in this model is due to real heterogeneity, and not sampling error.

Figure 3 presents the pre–post design meta-analysis ($k = 7$), which yielded a statistically significant mean rate ratio effect size of $1.21, 95\% CI (1.04, 1.40)$. Schools with SROs had roughly 21% higher rates of school-based disciplinary incidents than they had before implementing SROs. In a school of 1500 students, this would be the difference between 180 and 218 incidents of exclusionary discipline in a single school year. In a 180-day school year, this is roughly equivalent to an extra student being excluded from school every week. The pre–post design meta-analysis had a significant amount of heterogeneity ($Q = 104.47, p < .001$) with almost all of it potentially explainable by moderators ($I^2 = 94.3\%$), and not by random sampling error. The large amount of observed heterogeneity may be due to the variety of outcome variables in the 7 eligible studies. As seen in Table 1, outcome variables in this model included suspensions, suspensions for fighting, suspensions for gangs, substances, or violence, incidents reported to the Sheriff’s office, and crimes. The $\tau^2$ value of .03 suggests that this pre–post design model had less variability in the effect size parameters than the comparison school model (although the difference in these values was not directly tested), but that it still includes between-study heterogeneity.

### Publication Bias Analysis

To test for publication bias in the studies using pre–post designs, we visually examined a funnel plot and conducted both Egger’s test and a trim and fill analysis. Although it was difficult to gauge the presence of asymmetry from visual inspection of the funnel plot—as would be expected from the relatively small sample of reports—Egger’s regression test was not statistically significant ($p = .209$) and the trim and fill analysis added no new studies. The results of these tests indicate a lack of evidence supporting the presence of publication bias in this analysis.

### Discussion

In recent years, there has been a rapid expansion of SROs into high schools across the country (Robers et al. 2014). Although SROs have been implemented to increase the safety of students and schools, there may be iatrogenic effects associated with their presence, including increased rates of exclusionary discipline (Hirschfield 2008; Kupchik 2010; Kupchik and Monahan 2006) that lead to negative impacts on students and schools (Balfanz et al. 2015; Christle et al. 2005, 2007; Perry and Morris 2014).
purpose of the current study was to examine the association between SRO presence and rates of exclusionary discipline in U.S. high schools by synthesizing extant empirical research. Using ten effect sizes from seven reports, we found that the pattern of results across the separate random effects meta-analyses provides evidence that—consistent with theories of criminalization—the presence of SROs in high schools is associated with higher levels of exclusionary discipline, although only one of the two models achieved statistical significance. The point estimate from the meta-analysis that achieved statistical significance [1.21, 95% CI (1.04, 1.40)] indicated that the presence of SROs was associated with the equivalent of approximately one additional exclusionary discipline incident per week in a school of 1500 students—certainly not a trivial amount.

The second model largely followed this same pattern, although the point estimate was not significantly different from zero, perhaps because of a lack of power due to the small sample size (k = 3). Although we were unable to statistically compare the two models because of the different underlying assumptions in the study designs, the overall pattern of results is largely similar across the two models; the mean effect sizes have confidence intervals with a high degree of overlap, and both models show a significant heterogeneity that could potentially be modeled. Perhaps the largest difference between the two models is between the τ² values. This is not entirely surprising as there were over twice as many effect sizes included in the pre–post design meta-analysis than in the comparison schools meta-analysis, and τ² is dependent on sample size. The overall pattern of results suggests a consistency of results across design type that lends credence to the overall estimated rate ratio effect sizes.

There are multiple possible explanations for the significant relationship we found. First, it is possible that the presence of SROs increases the detection of or severity of response to problem behaviors even though the incidence of problem behaviors remains the same. This explanation implies that SROs have no actual impact on adolescent behaviors, but do increase the overall amount of exclusionary discipline. Such a phenomenon would be consistent with theories of criminalization that suggest SROs are a key mechanism in the trend towards excluding adolescents from school en route to the juvenile justice system (Hirschfield 2008; Kupchik and Monahan 2006). Alternatively, it may be that adolescents’ problem behaviors decrease with the presence of SROs, but the detection and punishment of the remaining misbehavior has increased dramatically with SROs in the school. The reduction of problem behaviors is consistent with crime control theories (Hirschi 2002; Hirschi and Gottfredson 2003), but these theories do not directly address why discipline rates would still be high. Both of these explanations have some support in qualitative research; for instance, Kupchik (2010) found that in some cases the presence of SROs leads adolescents to receive more severe disciplinary consequences than they would have otherwise. A third explanation is that the presence of SROs leads to an increase in behavioral problems, which in turn are punished at the same rate—or a higher rate—than they would be without SROs. Such an explanation may be consistent with social disorganization theory (Sampson and Groves 1989; Shaw and McKay 1942), which suggests that social or physical disorder acts as a signal that disorderly behaviors are expected there. SROs are typically placed in large, urban schools that are often—at least anecdotally—associated with more physical and social disorder. Therefore, the presence of SROs may be highly correlated with a school’s level of disorder, which was not measured in these studies, but may be one mechanism by which adolescents receive signals that lead to the expectation of misbehavior.

Although any of these explanations—and likely others—is possible, more research is needed to further elucidate this relationship. The findings here suggest that there is a positive relationship between the presence of SROs and rates of exclusionary discipline in high school settings, but a more precise examination of the mechanisms that yielded this relationship was not possible. In the midst of a national dialog about education where exclusionary discipline has increasingly come into focus, it is critical to further examine what particular policies and actions are leading to such high rates of exclusionary discipline. This study found that the empirical research to date collectively points to the presence of SROs in high schools as one potential school-level factor to examine; however, it also highlights the large gap and opportunities for research in this field. Further quantitative work is needed to examine the causal relationships between SRO presence and exclusionary discipline, and further qualitative research could shed light on SROs’ interactions with school discipline processes. It is unlikely that SROs will ever completely disappear from schools—there is much public and political momentum behind them, particularly as agents of promoting physical safety at school. However, it is critical to weigh the benefits of having SROs in schools against any potential negative consequences, especially those that could increase educational disparities among developing students.

Limitations

Although the results of one of the two meta-analyses achieved statistical significance and similar patterns of findings emerged across the two models, the results need to be interpreted cautiously. The nature of meta-analyses is such that the quality of results depends on the quality of research on which they are based. Unfortunately, much of
the research on SRO effectiveness lacks the rigor necessary for drawing strong conclusions. There have not been any randomized experiments that evaluate SROs’ impact on school-based discipline, crime or violence, perhaps because of the politically contentious proposition of randomly assigning some schools to receive additional school safety resources that may ease the fears of parents in the wake of school-related tragedies (Addington 2009). Additionally, none of the pre–post reports had the recommended four data points needed to establish a reliable trend over time (Bloom 2003). Therefore, the pre–post reports synthesized here are subject to threats to internal validity such as maturation or history, where any effect caused by SROs cannot be isolated from other changes in the population or context of the school. Regression to the mean is also a possible threat to validity, where schools with unusually high crime rates may have decided to hire SROs to mitigate the problems, when the passage of time would have likely brought the rate back towards the average. These limitations in the original studies limit the conclusions that can be drawn from this meta-analysis; any changes is rates of disciplinary incidents from pretest to posttest may be due to SRO presence, but also may be due to a set of other factors that were not measured or reported. Schools rarely implement only one safety- or security-related intervention (Steinka-Fry et al. under review), and the relative impact of SROs cannot be isolated from the effects of other interventions in a pre–post design.

Methodological limitations were also present in the studies that used comparison schools without SROs. For instance, schools were not matched well (e.g., only on school size), and differences between schools in terms of racial composition, average socioeconomic status, and other key demographic characteristics were not examined thoroughly. Evidence of closely matched schools is important for ruling out alternative explanations for any difference in outcomes. Non-equivalent comparison schools are less helpful for isolating the effect of SROs than schools matched well so that schools with and without SROs have comparable baseline characteristics. Therefore, the results of this meta-analysis of reports using comparison school designs must be interpreted cautiously as well. Although the overall patterns of the two meta-analyses were similar, the sample sizes (and associated statistical power) were small, increasing the likelihood that additional studies could have meaningfully affected the results. Perhaps the strongest conclusion to be drawn from the analyses, however, is that the large amount of heterogeneity in the effects detected in this study indicates that the relationship between the presence of SROs and rates of exclusionary discipline may vary significantly across contexts based on other unmeasured characteristics.

Several limitations to this review stem from a lack of consistent reporting of information in the primary studies included. For example, there was a lack of detailed data about the SROs’ roles and responsibilities within schools and districts as well as the extent of SROs’ involvement in any given school or district. Any effect of SROs on exclusionary discipline would likely vary depending on the number of SROs assigned to a given school or whether the SRO is part-time or full-time. Additionally, more information about schools and their contexts would be useful for gaining a more thorough understanding of the effect of SROs. For instance, information about racial composition, school climate, community crime rates, and perceptions of SROs could all affect how SROs influence school-based disciplinary incidents. Further research is needed to examine not only the overall relationship between the presence of SROs and exclusionary discipline rates, but the underlying mechanisms that drive this relationship. One choice that we made was to define exclusionary discipline as not inclusive of in-school suspensions, detentions, or other sanctions that keep students in school but may remove them from the classroom. However, SROs may also have an impact on these important outcomes of interest, and future research should examine this potential impact.

Implications

The results of this comprehensive literature search and synthesis have implications for the direction of research regarding SROs and exclusionary discipline. First, there is a pressing need to improve the methodological rigor of studies that examine this relationship. The results from this meta-analysis indicate that schools with SROs tend to have higher rates of disciplinary incidents—especially out-of-school suspensions—than do those schools without SROs. However, this conclusion is based on results from studies with low methodological rigor and inconsistent reporting. Additionally, any true positive impact of SROs might not be in reducing rates of school-based disciplinary incidents. For example, there is evidence that SROs develop healthy and helpful relationships with adolescents in some contexts (James et al. 2011), something that improves outcomes for adolescents (Consortium on Chicago School Research 2011). However, as Kupchik (2010) argued, perhaps relying more on guidance counselors or social workers to fulfill this role would enable adolescents to develop positive relationships with adults outside of schools’ formal disciplinary structure while mitigating some of the possible risks associated with SROs, such as increased exclusionary discipline.

Second, the relationship between SROs and exclusionary discipline needs to be examined in the context of adolescents’ race and schools’ racial composition. It was
our original intention to examine this relationship in this study, but primary studies did not report it sufficiently. Although there is an extensive literature base that has identified racial disparities in exclusionary discipline (e.g., Hoffman 2014; Gregory et al. 2010; Skiba et al. 2014), and a largely theoretical and qualitative literature pertaining to SROs and race (e.g., Hirschfield 2008; Kupchik and Monahan 2006; Noguera 1995), there are few rigorous quantitative studies that have examined the role that race plays in the relationship between SRO presence and exclusionary discipline. One such study (Na and Gottfredson 2011) used longitudinal data from the School Survey on Crime and Safety, and found that the relationship between SRO presence and exclusionary discipline did not depend on the proportion of non-White students in a school. However, more work is needed to examine the particular mechanisms by which racial disciplinary disparities come about, particularly in regard to SROs. Further research examining the role of SROs in the discipline process is another critical next step for research, particularly in light of recent events in Ferguson, Missouri that have illuminated the tensions between police and young men of color. More information about this relationship could potentially help to explain the findings presented here and shed further light on racial disciplinary disparities.

Schools considering hiring an SRO should carefully consider the existing research and weigh the relative costs and benefits of having an SRO in the building. If they hope to reduce discipline rates, there is not compelling evidence that the presence of SROs alone will accomplish this task. Future research needs to increase the high-quality evidence base regarding the effects of SROs by conducting rigorous experiments or quasi-experiments that measure multiple outcomes relevant to school safety and discipline and consider important contextual characteristics of the schools such as racial composition. Further in-depth qualitative research could also lend insight into the mechanisms by which SROs may affect school discipline. In a political climate where the White House is prioritizing an increase in SROs’ presence in schools, researchers have a unique opportunity to evaluate this effort and provide valuable information and direction as school safety policies continue to develop.

Conclusion

In an educational climate where concerns about school safety have been perpetuated by dramatic high-profile incidents of school violence such as the shootings at Columbine High School in 1999 and Sandy Hook Elementary School in 2012, SROs have become increasingly commonplace within schools nationwide. Because schools are critical sites of development for adolescents (Eccles and Roeser 2011), it is critical to understand the consequences—both intended and unintended—of the presence of SROs in schools. As such, this study provided a systematic review and synthesis of existing research on the relationship between the presence of SROs and exclusionary discipline in U.S. high schools. The findings from studies using a pre–post design indicate that schools with SROs suspend and expel adolescents at higher rates, with the presence of SROs associated with roughly one additional disciplinary incident per week in a school of 1500 students. Although it is unclear whether SROs are the mechanism driving these higher rates of discipline, the findings of this study indicate that researchers should continue to examine this relationship, particularly given the fact that receiving exclusionary discipline is associated with poorer developmental outcomes for adolescents, including lower academic achievement, dropout, and increased behavioral problems both in and out of school (Arcia 2006; Balfanz et al. 2015; Christie et al. 2005, 2007; Fabelo et al. 2011; Raffaele Mendez 2003; Suh and Suh 2007). This study highlights the importance of critically examining the roles of SROs in schools, and finding ways to align their responsibilities with strategies for fostering positive adolescent development.

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Conflict of interest The authors declare that they have no conflict of interest.

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Aggressive Policing and the Educational Performance of Minority Youth

Joscha Legewie\textsuperscript{a} and Jeffrey Fagan\textsuperscript{b}

Abstract
An increasing number of minority youth experience contact with the criminal justice system. But how does the expansion of police presence in poor urban communities affect educational outcomes? Previous research points at multiple mechanisms with opposing effects. This article presents the first causal evidence of the impact of aggressive policing on minority youths’ educational performance. Under Operation Impact, the New York Police Department (NYPD) saturated high-crime areas with additional police officers with the mission to engage in aggressive, order-maintenance policing. To estimate the effect of this policing program, we use administrative data from more than 250,000 adolescents age 9 to 15 and a difference-in-differences approach based on variation in the timing of police surges across neighborhoods. We find that exposure to police surges significantly reduced test scores for African American boys, consistent with their greater exposure to policing. The size of the effect increases with age, but there is no discernible effect for African American girls and Hispanic students. Aggressive policing can thus lower educational performance for some minority groups. These findings provide evidence that the consequences of policing extend into key domains of social life, with implications for the educational trajectories of minority youth and social inequality more broadly.

Keywords
policing, crime, education, academic performance, race

Over the past three decades, cities across the United States have adopted strategies known as proactive or broken-windows policing, with a focus on strict enforcement of low-level crimes and extensive use of pedestrian stops (Fagan et al. 2016; Greene 2000; Kohler-Hausmann 2013; Kubrin et al. 2010; Weisburd and Majmundar 2018). As a consequence of these changes in the strategies and tactics of street policing, an increasing number of minority youth have involuntary contact with the criminal justice system (Brame et al. 2012; Hagan, Shed, and Payne 2005). By age 18, between 15.9 and 26.8 percent of the U.S. population has been arrested at least once (Brame et al. 2012). In a recent representative survey of 15-year-old urban youth, 39 percent of African American boys, compared to 23 percent of White boys, reported they were stopped by the police at least once (Geller 2018). In New York City, the police conducted more than 4 million pedestrian

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stops between 2004 and 2012, with more than half concentrated among persons younger than 25 years of age (Fagan et al. 2010). Similar practices exist in major cities across the country (Weisburd and Majmundar 2018).

Investments in policing, including some forms of proactive policing, are credited with reductions in crime, but we know less about the social costs of policing (Weisburd and Majmundar 2018). What are the consequences of the increasing presence of police in minority communities for minority youths’ educational performance? Previous research points to multiple mechanisms with opposing effects. First, policing may have a positive effect by reducing the level of neighborhood crime and violence, which in turn increases school performance. Second, aggressive, broken-windows policing may have negative effects by undermining trust in authorities, including schools and teachers, and by leading to withdrawal and system avoidance. High rates of direct or indirect contact with police may also create stress and other health and emotional responses that undermine cognitive performance. Despite minority youths’ increasing exposure to the police and contradictory previous research, there is no convincing causal evidence about the effects of proactive policing on minority youths’ educational performance.

To address this question, we focus on New York Police Department’s (NYPD) Operation Impact, a policing program in New York City that substantially increased the intensity of broken-windows policing in selected neighborhoods. Our design exploits the staggered implementation of Operation Impact, which quickly increased the number of police officers in high-crime areas designated as impact zones at different points in time (Golden and Almo 2004). Starting in January 2004, the NYPD deployed around 1,500 recent police academy graduates to impact zones with the mission to engage in aggressive order-maintenance policing. These officers targeted disorderly behaviors through strict enforcement of low-level crimes and extensive use of pedestrian stops. The high concentration of officers in impact zones produced a substantial increase in policing activity and a modest decrease in violent crime. Between 2004 and 2012, the NYPD continuously modified the program over 15 phases by expanding, moving, removing, or adding impact zones roughly every six months. Over the duration of the program, 18.3 percent of African American, 14.6 percent of Hispanic, and .7 percent of White elementary and middle public-school students in New York City were exposed to impact zones at least once.

To estimate the effect of Operation Impact on educational performance, we link information on impact zones with administrative data from the New York City Department of Education (NYCDOE) on public-school students from the school years 2003/2004 to 2011/2012. We use a difference-in-differences (DD) approach that exploits the longitudinal structure of the data and variation in the timing of police surges across neighborhoods (Meyer 1995). Focusing on students’ residential context, our approach compares changes in test scores before, during, and after Operation Impact for areas affected by the intervention to the same differences for areas designated as impact zones at a different point in time. The analysis conditions on the level of prior crime, because it was the most important criteria for selection of impact zones.

The findings show that Operation Impact lowered the educational performance of African American boys, which has implications for child development, economic mobility, and racial inequality. The effect size varies by race, gender, and age. It is substantial for African American boys age 13 to 15, and small and statistically insignificant for other groups. A series of supplementary analyses support the plausibility of the design and rule out violent crime as an alternative explanation. Additional analyses provide first evidence on the underlying mechanisms but are limited by the lack of data on student health. They show that Operation Impact reduced crime, providing evidence for a positive channel through lower crime rates; and they show that Operation Impact reduced school attendance, indicating that system avoidance is a
possible mechanism. Considering the significant racial disparities in police contact (Fagan et al. 2010; Hagan et al. 2005; Legewie 2016), these findings suggest aggressive policing strategies and tactics can lower educational performance and perpetuate racial inequalities in educational outcomes. They reveal consequences of policing that extend into key domains of social life.

POLICING, CRIME, AND EDUCATIONAL OUTCOMES

In the United States and many other countries, law enforcement underwent a fundamental transition away from a focus on felony offenses and toward proactive or broken-windows policing and the relentlessly targeting of minor forms of disorderly behavior (Kohler-Hausmann 2013; Stuart 2016; Weisburd and Majmundar 2018). As a consequence of these strategic and tactical changes, an increasing number of minority youth experience contact with the police and later stages of the criminal justice system (Brame et al. 2012; Hagan et al. 2005). Both individual- and neighborhood-level police exposure are highly stratified by class and race (Fagan et al. 2010).

A growing literature examines consequences of the criminal justice system for social inequality and stratification, including children’s educational outcomes (Pager 2003; Pettit and Western 2004; Wakefield and Uggen 2010). Among other conclusions, research links parental incarceration to children’s social, cognitive, behavioral, and health development (Haskins 2014; Haskins and Jacobsen 2017; Wakefield and Uggen 2010). Haskins (2014), for example, focuses on the effect of paternal incarceration on school readiness. She finds that boys with incarcerated fathers have substantially worse non-cognitive skills at school entry, which has implications for educational trajectories.

However, this literature is limited in three important ways. First, most research on the link between the criminal justice system and child development focuses on parental incarceration, even though law enforcement and policing are a central, and the most visible, part of the criminal justice system. Second, important research has examined the consequences of police stops and arrests for mental health (Geller et al. 2014; Sugie and Turney 2017), system avoidance (Brayne 2014), political participation (Lerman and Weaver 2014), and other outcomes, but the potential consequences of policing for youth have largely been ignored (for exceptions, see Ang 2018; Fagan and Tyler 2005; Kirk and Sampson 2013). Juveniles are of particular interest for understanding the link between the criminal justice system and social inequality. Compared to adults, adolescents are more likely to be in contact with the police (Leiber, Nalla, and Farnworth 1998), and this contact is particularly consequential for them (Hurst and Frank 2000). These childhood and adolescent experiences have the potential to shape long-term socioeconomic outcomes (Heckman 2006). Third, previous research almost exclusively focuses on the consequences of direct contact with the criminal justice system in terms of incarceration, arrests, convictions, and sometimes police stops. However, ethnographic research powerfully demonstrates that the consequences of policing are not confined to the individuals who are stopped and arrested by the police but extend to entire communities (Anderson 1999; Goffman 2014; Rios 2011; Shedd 2015).

This article addresses these limitations and examines the effect of neighborhood-level exposure to aggressive, broken-windows policing on the educational outcomes of minority youth. Understanding how policing strategies and tactics influence child development is essential to advance our knowledge about the link between the criminal justice system and social inequality.

AGGRESSIVE POLICING AND THE EDUCATIONAL PERFORMANCE OF MINORITY YOUTH

Theoretical models of neighborhood effects and policing point at different mechanisms
that predict opposing effects of policing on education performance. First, policing can reduce crime rates (Braga, Welsh, and Schnell 2015; MacDonald, Fagan, and Geller 2016) and thereby improve students’ educational performance. Indeed, there is strong evidence that violent crimes reverberate across communities with implications that extend beyond the victims (Sharkey 2018a). Recent ethnographic studies on urban poverty document how violence forces children to navigate their environment in very different ways with consequences that are subtle but often change their developmental trajectory (Anderson 1990; Harding 2010). Harding’s (2010) study of adolescent boys in Boston suggests that crime and violence is an important mechanism that explains neighborhood effects and influences life chances. Research on the heterogeneity of neighborhood effects in the Moving to Opportunity experiment similarly points to violent crimes as a key mechanism for neighborhood effects (Burdick-Will et al. 2011). In related work, Sharkey and colleagues show that exposure to violent crimes in one’s immediate surroundings induces stress and lowers test scores (Sharkey 2010; Sharkey et al. 2014; Sharkey et al. 2012). This research indicates that violent crimes in high-poverty neighborhoods can influence a child’s cognitive development, school performance, mental health, and long-term physical health. It suggests that effective policing could reduce neighborhood inequalities, creating opportunities for children in high-crime areas.

Indeed, there is evidence that certain policing strategies reduce crime. Systematic reviews of experimental and quasi-experimental studies suggest a modest effect of policing disorder on crime, with the strongest reductions following interventions that focus on community and problem-solving policing to change social and physical disorder conditions (Braga, Papachristos, and Hureau 2014; Braga et al. 2015; Weisburd and Majmundar 2018). MacDonald and colleagues (2016) use a difference-in-differences approach to examine the effect of Operation Impact—the policing program analyzed in this study—on crime in New York City. They find that the surge in police officers partly contributed to the reduction in crime, but they show that pedestrian stops did not play an important role. Accordingly, the reduction in crime related to police surges might improve the educational prospects of children in high-crime areas by reducing the developmentally disruptive effects of crime.

Second, aggressive policing might negatively influence educational outcomes due to direct and indirect confrontations with the police. Direct police contact, such as pedestrian stops, police harassment, or arrests, can erode trust in state institutions, lead to system avoidance, and induce stress or other health problems, which in turn reduce educational performance. Previous research documents many of these mechanisms. Based on extensive fieldwork in the late 1970s and 1980s, Anderson’s (1990) Streetwise chronicles the perils faced by Black youth of constant police presence, including stops, harassment, and even arrests whether or not they had committed a crime. Direct interactions with the police and the criminal justice system are an important source of legal cynicism, defined as a “a cultural frame in which people perceive the law as illegitimate, unresponsive, and ill equipped to ensure public safety,” particularly when these interactions are perceived as unjust and discriminatory (Kirk and Papachristos 2011:1199). Evidence from survey research supports this idea and shows that the number of police stops young men see or experience is related to a diminished sense of police legitimacy and legal cynicism (Tyler, Fagan, and Geller 2014). The concept of system avoidance suggests police contact has implications for other domains as well, including education. Brayne (2014:368) describes system avoidance as “the practice of individuals avoiding institutions that keep formal records,” including medical, financial, labor market, and educational institutions. She uses survey data to show that individuals who have been stopped, arrested, convicted, or incarcerated are subsequently less likely to engage with surveilling institutions but continue to participate in civic and religious institutions at the same rate. In New York City and many other places, school safety agents are widespread
and part of the police force, so withdrawal from school is a plausible mechanism.

Police contact can also hinder children’s educational performance through negative health consequences related to stress, fear, trauma, and anxiety (Geller et al. 2014; Golembeski and Fullilove 2005; Sugie and Turney 2017). Police encounters are often harsh, entail racial/ethnic degradation, and in many cases include use of police force (Brunson 2007; Brunson and Weitzer 2009; Legewie 2016; Legewie and Fagan 2016). They can trigger adverse health effects such as stress, fear, anxiety, and even depressive symptoms (Brunson 2007; Kaplan, Liu, and Kaplan 2005; Link and Phelan 2001), which reduce cognitive and educational performance (Kaplan et al. 2005; Lupien et al. 2007; Sugie and Turney 2017). Sugie and Turney (2017) explicate this argument based on the stress process paradigm. They argue that criminal justice contact is an important stressor that increases mental health problems and is particularly consequential for racial/ethnic minorities in disadvantaged settings. Other work links the health consequences of police contact to perceptions of injustice, arguing that these consequences are more pronounced when individuals fear future encounters or believe they are unfairly stopped and questioned because of their race or ethnicity (Anderson 2013; Sawyer et al. 2012). Elevated levels of stress, fear, trauma, and anxiety related to police contact undermine cognitive functions and are potential mechanisms leading to reduced educational performance (Osofsky et al. 2004; Sharkey 2010).

But the consequences are not confined to direct contact with the police. Indeed, indirect or vicarious exposure through friends, family, and the community at large plays an important role in research on policing and neighborhood disadvantage (Anderson 1990; Bourgois 2003; Goffman 2014; Rios 2011; Shedd 2015; Stuart 2016; Venkatesh 2002). In Unequal City, Shedd (2015) showcases how Chicago’s youth navigate law enforcement in their neighborhoods. She shows how police procedures like stop-and-frisk shape adolescents’ worldviews, foster distrust of authorities, and induce feelings of powerlessness among youth who experience mistreatment, either directly or indirectly through friends. In On the Run, Goffman (2014) reports how the experience of (mis)treatment by police shapes not only individuals who are stopped and arrested by the police but also the lives of families in poor, Black neighborhoods in the United States. She details the intricate techniques African American youth use to evade the authorities, how their social life is shaped by police presence, and how the influence extends beyond crime suspects to entire communities.

Along similar lines, high-profile cases of police violence reinforce legal cynicism among African American residents and lower citizen crime reporting across entire neighborhoods (Desmond, Papachristos, and Kirk 2016). From this perspective, legal cynicism is shaped not only by direct confrontations with the police but also by neighborhood variation in police practices (Kirk and Papachristos 2011). Potential health effects are similarly not confined to individuals who are stopped and arrested by the police. Indeed, Sewell and Jefferson (2016) suggest that living in neighborhoods with a higher rate of invasive police stops is associated with worse health (see also Sewell, Jefferson, and Lee 2016). They propose that general anxiety and fear simply based on seeing police officers or observing police intrusions on neighbors, friends, and family members explain part of this effect. Other research documents how police killings have spillover effects on the mental health of Black Americans (Ang 2018; Bor et al. 2018). Many of these findings are limited by the cross-sectional nature of the data, but they suggest health consequences related to stress, fear, trauma, and anxiety might affect entire communities and not only individuals in contact with the police and the criminal justice system.

**Influence of Policing by Race, Gender, and Age**

These various processes may play out differently depending on a child’s race, gender, and age. First, direct exposure to police varies
substantially across these groups. African American boys experience disproportionate contact with police (Geller 2018; Goel, Rao, and Shroff 2016). Police stops and arrest rates are substantially lower for White, and to a smaller extent Hispanic, students but also for African American girls. Data from our research site in New York City show that rates of police stops and arrests rise through adolescence as students get older, with stark racial and gender disparities (Figures and Legewie forthcoming). These disparities in direct exposure to police by race, gender, and age have implications for the effect of increased police activity on student outcomes.

Second, previous research suggests that, conditional on being stopped, students experience different types of interactions with the police depending on their race and gender (Geller 2018). Brunson and Weitzer (2009) describe stark differences in police conduct during encounters with White, Black, and mixed-race groups of teenage boys. Violence, sexual humiliation, and threats characterize stops of young African American males, whereas police are more deferential to young White males (Brunson and Weitzer 2009). Young men report routinely being treated as crime suspects during everyday stops and often experiencing police violence (Brunson and Miller 2006). Other research similarly shows racial and gender differences in police use of force (Legewie 2016).

Third, indirect or vicarious police contact likely depends on students’ race, gender and age as well. Vicarious exposure is based on hearing about experiences with the police from family or friends, or simply witnessing police stops, arrests, or other police activity. Differences in the frequency and type of police stops and arrests by race, gender, and age have direct implications for vicarious exposure through friends, due to the racial, gender, and age segregation of friendship networks (Moody 2001). Increased police exposure as students grow older coincides with the age at which adolescents increasingly engage with neighborhood peers and adults as a central part of their social life (Darling and Steinberg 1997). As a result, older African American, and to a smaller extent Hispanic, boys are more likely to hear about experiences with and distrust of the police from someone they know, even when they are never confronted with the police or the criminal justice system themselves. Witnessing police stops, arrests, or other police activity is similarly related to students’ race, gender, and age because of variations in neighborhood-level police activity and time spent outside. Fagan and colleagues (2010) document stark differences in neighborhood-level police activity by race and class, which translate to differences in vicarious police exposure.

These differences suggest the various processes of erosion in trust, withdrawal, stress, and anxiety operate in different ways depending on the level of direct and indirect exposure to police. We expect the negative effect increases with age and is particularly pronounced for minority boys who fear future encounters or believe they and their friends are unfairly stopped and questioned because of their race or ethnicity. At the same time, the impact of crime might be similarly amplified for minority boys (Harding 2010).

**NYPD’S OPERATION IMPACT**

In 2004, the NYPD launched Operation Impact, a tactic designed to maximize police investigative stops in areas designated as “impact zones” (Golden and Almo 2004). Operation Impact was a second-generation enforcement tactic that replaced the Street Crime Unit, or SCU. SCU was created in 1994 and expanded citywide in 1997 (White and Fradella 2016). SCU officers roamed the city and conducted intensive stop activity under the NYPD stop-and-frisk program, targeting small “high-crime areas” identified through a combination of police intelligence and data analytics.

Under Operation Impact, these activities were rationalized through crime analysis to focus on specific locations or “hot spots,” as well as days of the week and times of day when criminal activity was highest. Impact
zones ranged in size from very small areas, such as residential buildings or public housing sites, to areas as large as entire precincts. Impact zones were located in areas predominantly populated by Black and Latino New Yorkers. Over the years, the NYPD implemented the program through 15 consecutive phases by expanding, moving, removing, or adding impact zones roughly every six months (see Figure S1 in the online supplement for the rollout of impact zones over time). Between 2004 and 2012, 75 of the 76 New York City Police precincts had one or more impact zones (MacDonald et al. 2016). On average, areas remained designated as impact zones for 12.3 months, but the duration ranged from 5.3 months to 7.5 years. Additional officers beyond regular precinct deployments were assigned to impact zones. From the outset, roughly two-thirds of graduating classes from the police academy were assigned to impact zones (Golden and Almo 2004), while the overall number of sworn officers declined slightly between 2003 and 2013. Supervisors encouraged these rookie officers to conduct high volumes of investigative stops. In addition to suspicion-based stops, officers were encouraged to make arrests for low-level offenses, issue warrants for minor non-criminal infractions (e.g., open containers of alcohol), and conduct other stops as pretexts to search for persons with outstanding warrants (Barrett 1998).

The high concentration of officers in impact zones produced a substantial increase in policing activity, which quickly returned to previous levels after areas were removed from Operation Impact (see the online supplement for a detailed analysis on the effect of Operation Impact on police activity). The number of pedestrian stops increased by 33.2 percent. Arrests for low-level offenses rose by 11.0 percent for misdemeanors and by 29.7 percent for violations; felony arrests remained largely the same. This increase in police activity was uneven by race. The number of pedestrian stops increased by 35.1 percent for African Americans, 25.2 percent for Hispanics, and 22.2 percent for Whites, with a similar pattern for misdemeanors and violation arrests.

DATA AND METHODS

Our analyses rely on two sources of information. The first is administrative school district records from the New York City Department of Education (NYCDOE) assembled by the Research Alliance for New York City Schools. The database consists of administrative student-level records for all public-school students in New York City in grades K to 8 from the school year 2003/2004 to 2011/2012. Records include the school and grade identifier for the fall and spring terms and a limited number of standard demographic characteristics, such as race/ethnicity, gender, date of birth, eligibility for free lunch as a measure of parental socioeconomic background, limited English-learner status as a measure of immigrant status, yearly test-score measures for language and math in grades 3 through 8, students’ residential neighborhood, and, starting in 2007, survey data from the NYC Learning Environment Survey.

The second data source includes pedestrian stops, crime complaints, arrests, and information on Operation Impact from the New York Police Department. Pedestrian stops are based on the “Stop, Question, and Frisk” program and include records on 4.6 million time- and geocoded police stops of pedestrians in New York City between 2004 and 2012.2 Stops are recorded by the officer on the “Stop, Question, and Frisk Report Worksheet” (UF-250 form). Each record includes information on the exact timing, geographic location, circumstances that led to the stop, details about the stopped person, the suspected crime, and events during the stop itself, such as an arrest or use of physical force by the police officer.3 The incident-level arrest data include 3.3 million arrests in New York City between 2004 and 2012, with information on date and time, geocoded location, offense charge, and race, age, and gender of the arrested person. Offense charges were coded as violent felony, property felony, other
felony, misdemeanor, or violation. Crime complaints include 4.8 million geocoded, incident-level felony, misdemeanor, and violation crimes reported to the NYPD from 2004 to 2012. The format of the data is similar to the arrest data. It includes information on date and time; geocoded location; offense type, including violent felony, property felony, misdemeanor, or violation; and (if available) the suspect’s race, age, and gender. Finally, our information from the NYPD include digital boundary maps from Operation Impact (shapefiles) showing the exact geographic location and shape of impact zones from phase III to XVII together with information on the timing of the different phases. The NYPD was unable to provide comparable information for phases I and II in 2003. This initial period was smaller in scale, and we ignore it in our analysis.

**ESTIMATION STRATEGY**

Estimating the effect of policing on educational performance is challenging considering that police activity is closely linked to crime and other neighborhood characteristics. Indeed, the selection of impact zones was based on a two-step process (Golden and Almo 2004). First, police commanders nominated high-crime areas within their precincts. Second, nominated areas were then discussed with officials and analysts at police headquarters to make the final selection. According to the NYPD, this selection process was based on crime patterns and history. As a result, impact zones differ from other areas in many confounding ways, such as crime or poverty rates, that might also influence educational outcomes. This nonrandom selection of impact zones makes it difficult for typical observational studies to estimate the causal effect of Operation Impact and policing more broadly.

To overcome this challenge, we use student-level data and a difference-in-differences (DD) approach (Angrist and Pischke 2008; Legewie 2012; Meyer 1995) with additional control variables for prior crime and in some models student fixed-effect terms. This approach exploits the longitudinal nature of the data and variation in the timing of police surges across neighborhoods together with some of the same data on crime the NYPD used to select impact zones. It focuses on students’ residential context and relies on the fact that Operation Impact was rolled out over 15 phases by expanding, moving, removing, or adding impact zones roughly every six months. We restrict the sample to areas designated as impact zones at some point over the almost 10-year duration of the program to ensure a comparison between similar neighborhoods. As a result, our approach compares changes in test scores before, during, and after Operation Impact for students in areas affected by the intervention to the same difference for students in areas designated as impact zones at a different point in time.

The DD model adjusts for all time-constant differences across neighborhoods. It adjusts for stable differences in crime, policing, and test performance (but not important changes), as well as crime history, population characteristics such as the poverty rate and population size (but not population change), and housing structure, including the presence of public housing. Crime declined significantly in New York City, but differences across neighborhoods remained relatively stable and historic crime patterns might still be important for contemporary perceptions of neighborhoods. In addition, the models control for prior crime defined as the number of violent and property crimes in the six months before the selection of impact zones. The measures are based on the same crime data used by the NYPD and focus on the period during which decisions about changes to impact zones were made. They are temporally prior to the treatment, ensuring they are unaffected by the treatment itself. This neighborhood-level, pre-treatment control variable is important because the selection of impact zones was largely based on crime rates. Officially, selection of impact zones was solely based on crime patterns and history, but population characteristics and housing structure are potentially relevant factors as well, so the
neighborhood fixed-effect term and controls for prior crime mitigate confounding bias.

Formally, we estimate two regression models separately by race and gender with clustered standard errors on the neighborhood level to address potential serial correlation problems.\(^6\) The first model is a group-level difference-in-differences model without any covariates on the student level (aside from the dependent variable):\(^7\)

\[
y_{ijtgj} = \pi_{j} + \eta_{tg} + \delta_{1}D_{jt} + \beta_{2}U_{jt} + \varepsilon_{ijtgj} \quad (1)
\]

The second is a student-level DD estimator that adds a student fixed-effect term \(\alpha_{i}\) and time-specific, student-level control variables \(\beta_{1}X_{it}\):

\[
y_{ijt} = \alpha_{i} + \pi_{j} + \eta_{tg} + \delta_{1}D_{jt} + \beta_{1}X_{it} + \beta_{2}U_{jt} + \varepsilon_{ijtg} \quad (2)
\]

where the dependent variables are English Language Arts (ELA) and Mathematics Test scores for student \(i\), in neighborhood \(j\), at school year \(t\), and grade \(g\). The treatment variable \(D_{jt}\) is on the neighborhood-year level and measures the number of days a student lived in an impact zone during the school year scaled to one year. The corresponding coefficient \(\delta_{1}\) estimates the effect of Operation Impact, \(D_{jt}\).

To obtain age-specific estimates, we either extend the model with a series of interaction terms, \(\delta_{2}D_{jt}\text{Age1}_{it} + ... + \delta_{7}D_{jt}\text{Age1}_{5}\) (main results), or run separate regressions for specific age groups (some additional analyses).

In addition to the treatment indicator for Operation Impact, these models include a stable neighborhood effect, \(\pi_{j}\), that controls for mean differences in test scores across neighborhoods, and a grade-by-year effect, \(\eta_{tg}\), that captures test-score differences across years and grades that are constant across all students, such as characteristics of a particular test. The student-level DD estimator in Equation 2 also includes a student fixed-effect term, \(\alpha_{i}\). The term adjusts for the selection of students into impact zones based on stable, observed, and unobserved student characteristics. The individual-level fixed-effect term means all estimates are based on within-student variation over the years and reflect changes relative to the individual-level mean. The additional specification safeguards our analyses against other types of bias, reaffirms our findings based on different specifications and assumptions, and improves precision of the estimates. Both models include the same time-varying covariates on the neighborhood-level, \(\beta_{2}U_{jt}\), for the number of violent and property crimes in the six months before the selection of impact zones. The student-level DD estimator in Equation 2 includes individual-level covariates, \(\beta_{1}X_{it}\), for free or reduced lunch as a measure of parental background and English learner status. The within students’ variation in both variables is small but might capture important changes in family income and improvements in English ability for non-native speakers. The online supplement presents results from additional specifications, including a model with a school fixed-effect term; a neighborhood-specific, linear time trend, \(\gamma_{j}\text{Year}\); additional control variables for the prior level of police activity; and a model without controls for prior crime (see the online supplement for details).

We later extend these models with two lead and lag terms, \(\delta_{t-2}D_{j,t-2}\), that estimate changes in test scores before areas were designated as impact zones and after they were removed from the program (Angrist and Pischke 2008). The lead and lag terms are equal to one only in the relevant year. For example, for students in a neighborhood designated as an impact zone from July 2006 to July 2008, the lead term \(D_{j,t+2}\) is coded as one for the 2004/2005 school year and the lead term \(D_{j,t+1}\) for the 2005/2006 school year. The treatment indicator \(D_{jt}\) is coded as one for the school year 2006/2007 and 2007/2008 because students are exposed to Operation Impact for the entire school year. Finally, the lagged terms \(D_{j,t-1}\) and \(D_{j,t-2}\) are coded as one in the 2008/2009 and 2009/2010 school year, respectively. The variables are defined at the neighborhood level and assigned to students based on their current neighborhood even if they are not part of the sample in previous or
future years. This approach assumes that students did not move but ensures the sample size is sufficient to support the analysis. This specification allows us to estimate the effect of Operation Impact before (lead), during (treatment indicator), and after (lag) areas are designated as impact zones.

The core assumption of our difference-in-differences approach is that in the absence of Operation Impact and conditional on prior crime, changes in test scores of students exposed to the police surge would have been the same as changes in test scores of students in control areas (common trend assumption). The Results section further discusses the plausibility of our approach and presents additional evidence to support the credibility of our design.

Examining the Underlying Mechanisms

As a second step of our analysis, we examine some of the underlying mechanisms that might explain the effect of Operation Impact on educational outcomes. These analyses focus on changes in crime, school-related attitudes, and school attendance. The measures are more proximate causes of educational performance related to our theoretical argument about a positive effect based on crime reduction, and a negative effect based on trust in schools and system avoidance.

First, we explore the possibility of a positive effect through the reduction of neighborhood crime and violence, which in turn increases school performance. The analysis is based on a similar difference-in-differences approach as our main analysis for student outcomes, but it uses data on the neighborhood-quarter level, so each observation (row) represents a specific neighborhood \( j \) in quarter \( q \), where quarter ranges from Q1 in 2004 to Q4 in 2012 (36 quarters in total). The dependent variables are the number of violent and property crimes in neighborhood \( j \) and quarter \( q \). The treatment indicator is coded as one when neighborhood \( j \) and quarter \( q \) are part of Operation Impact. Additional variables include four lead terms and four lag terms to estimate changes in crime before areas are designated impact zones and after they are removed from the program (Angrist and Pischke 2008). We restrict the sample to neighborhoods designated as impact zones at some point over the duration of the program and areas with at least one student. This sample restriction ensures the analysis focuses on the same areas as the main analysis discussed earlier. To model the number of violent and crime incidents, we use negative binomial regressions, which are a common approach in research on crime (Osgood 2000). The models assess the causal impact of Operation Impact on crime by comparing changes in crime before, during, and after Operation Impact for areas affected by the intervention to the same difference for areas designated as impact zones at a different point in time. The online supplement includes a detailed discussion of this approach.

Second, we estimate the effect of Operation Impact on school-related attitudes and school attendance as possible negative channels, based on trust in schools and teachers as well as system avoidance. For this purpose, we turn to the NYC Learning Environment Survey and administrative data on school attendance to estimate the effect of Operation Impact on school-related attitudes and attendance. Formally, we estimate the difference-in-differences models described in Equations 1 and 2 using school-related attitudes and attendance rates as outcome variables (see variable descriptions in the next section). The models include two lead and lag terms for the treatment indicator that allow us to examine changes in attitudes and attendance before, during, and after areas were designated impact zones. The analysis for school-related attitudes restricts the sample to grades 6 to 8 and the years 2007 to 2012 because the NYC Learning Environment Survey did not collect data for earlier periods and other grade levels.

CODING OF VARIABLES

The main outcome variables are test scores from the NYS English Language Arts (ELA) and Mathematics Test taken by students every
spring in grades 3 through 8. The statewide tests are mandated by the No Child Left Behind law and were developed by McGraw-Hill and Pearson in 2012. These high-stakes exams are administered in the spring term. All public-school students who are not excused for medical reasons or because of severe disabilities are required to take the ELA and mathematics exams. The ELA exam assesses three learning standards: information and understanding, literary response and expression, and critical analysis and evaluation. It includes reading and listening sections as well as a short editing task with multiple-choice items and short-response answers. Depending on the grade level, the Mathematics Test consists of questions on number sense and operations, algebra, geometry, measurement, and statistics. The test scores are measured on a common scale using item response theory. To adjust for variations in the test across years and grades, we standardize the ELA and Mathematics test scores to have mean zero and standard deviation one by year and grade across the entire New York City sample.

The treatment indicator is defined on the neighborhood school-year level and measures exposure to Operation Impact during the school year. It is a continuous variable defined as the number of days an area was part of Operation Impact during the school year scaled to one year, so it ranges from 0 (not exposed) to 1 (exposed for the entire school year). We link this neighborhood-level indicator to student records based on geocoded student addresses for the spring term of each school year. The definition focuses on current exposure. Students who were exposed in the past, either because they moved or their residential neighborhood was removed from the program, are coded as “not exposed.” In an additional analysis, we extend our model with lagged terms to estimate the effect of previous exposure and assess the temporal duration of the effect.

For the purpose of this study, neighborhoods are created by splitting 76 police precincts into 1,257 distinct areas with at least one student based on the boundaries of impact zones. As a comparison, there are 2,166 census tracts in New York City. Splitting police precincts by impact zones ensures areas are aligned with impact zones, the central level of the intervention studied here. The modified police precincts provide a closer approximation to Operation Impact, policing, and crime compared to other geographic units, such as census tracts.

The control variables include student- and neighborhood-level covariates. On the student level, we control for student age, an indicator for free or reduced lunch, and English learner status. Most analyses are conducted separately by race and gender. On the neighborhood level, we control for the number of violent and property crimes in the six months before the selection of impact zones. Prior crime is an essential covariate because, officially, the selection of impact zones was solely based on crime patterns and history.

Additional analyses focus on crime, school-related attitudes, and school attendance as possible mechanisms. The three measures are defined in the following way. First, we estimate the impact of Operation Impact on the number of violent and property crimes in neighborhood \( j \) during quarter \( q \). The level of analysis and crime measures are distinct from the control variables discussed earlier. The measures are aggregated from incident-level crime data reported by the NYPD. Although police-reported crime data are limited in many ways (Lynch and Addington 2006), the measures afford an important opportunity to examine changes in crime related to Operation Impact as a possible mechanism. Second, we estimate the effect of Operation Impact on school-related attitudes and trust using survey data from the NYC Learning Environment Survey. The student questionnaire from the NYC Learning Environment Survey includes a range of questions on students’ attitudes toward their school, teachers, and other school staff. We use exploratory maximum likelihood factor analysis to construct the measure “positive school attitudes and trust” from five items. The five questions are measured on a four-point Likert scale ranging from strongly disagree to
strongly agree or from uncomfortable to comfortable. They include: “I feel welcome in my school” (factor loading .61), “Discipline in my school is fair” (factor loading .52), “My teachers inspire me to learn” (factor loading .60), “The adults at my school look out for me” (factor loading .64), and “The adults at my school help me understand what I need to do to succeed in school” (factor loading .62). The variables cover different aspects of school-related attitudes and trust. Our results suggest the five items belong to the same factor. The factor score from the exploratory maximum likelihood factor analysis can be understood as an index for positive attitudes and trust toward school and teachers. Third, we use school attendance to measure system avoidance based on administrative data from the NYCDOE. Our measure is defined as the attendance rate for a specific school year using days on the roll as the denominator. We scale the variable from 0 to 100 percent. On average, the attendance rate is 92 percent with a standard deviation of 7.6.

SAMPLE AND SUMMARY STATISTICS

We restrict student data in several ways to obtain our primary analysis sample of 285,439 students who were exposed to Operation Impact, with over 827,922 student-year observations. First, we restrict our sample to African American and Hispanic students, because the sample size of White and Asian students living in impact zones is too small to support our analysis. Second, we exclude students who did not participate in the yearly state test in grades 3 to 8. Third, we limit our analysis to students age 9 to 15. The number of cases for younger and older students is insufficient to obtain age-specific estimates. Fourth, as part of our estimation strategy, we restrict our sample to areas designated as impact zones at least once. Finally, we exclude 2.6 percent of observations with missing data on any of the relevant variables.

Appendix Table A1 reports student-level summary statistics. It compares all students age 9 to 15 who participated in the yearly state exam with our analytic sample restricted to areas that were part of Operation Impact at some point in time. The proportion of White students is far lower among students in impact zones, whereas the share of African American and Hispanic students is higher compared to the general student population. Students in impact zones are more likely to receive free or reduced lunch and to score lower on the English Language Art and Mathematics Tests. Students in impact zones live in neighborhoods with a higher poverty rate, a smaller proportion of White residents, a higher share of minority groups, and substantially higher crime rates.

RESULTS

We begin with two regression models that estimate the effect of Operation Impact on ELA test scores for African American boys. Figure 1 presents the results; Appendix Tables A2 and A3 show the corresponding regression tables. The findings are striking. African American boys age 9 and 10 are unaffected by the police surge, with small and statistically insignificant effect estimates. As they grow older, however, African American boys begin to experience a negative effect of living in areas designated as impact zones and subject to increased police activity. At age 12, this effect is modest in size and statistically significant for the difference-in-differences model with and without student fixed effects. For 13- to 15-year-old students, the effect is substantial. For 15-year-old students, exposure to impact zones for one school year decreased ELA test scores by $-.136$ in the difference-in-differences model without student fixed effects and by $-.150$ in our preferred model with student fixed effects. These estimates refer to the relative increase in the intensity of police activity related to Operation Impact of around 30 percent in pedestrian stops and arrests for low-level crimes. The size of the effect corresponds to a fifth of the Black-White test-score gap (.72 standard deviations in our sample). It is similar in size to some of the most popular programs designed to increase educational achievement. For example, it is comparable to the
lower end of some estimates for increasing teacher quality by one standard deviation (.15 to .20 for reading test scores as reported by Rivkin, Hanushek, and Kain 2005; Rockoff 2004). Although the effect is limited to specific demographic groups, these findings reveal a substantial impact of aggressive, order-maintenance policing on educational outcomes. They suggest that policing programs such as Operation Impact can wipe out the potential benefits of other costly interventions. The findings are consistent across a number of additional model specifications (see Table S1 in the online supplement). These specifications include a model with a school fixed-effect term; a neighborhood-specific, linear time trend; additional control variables for prior level of police activity before the selection of impact zones; and a model without controls for prior crime (see the online supplement for details).

In the next step of our analysis, we extend these findings by providing a sense of the temporal dynamics of the relation between Operation Impact and ELA test scores. To explore these dynamics, we estimate the same difference-in-differences models with additional leads and lags for the treatment indicator, running from two years before to two years after a neighborhood was part of Operation Impact. We restrict the analysis to African American boys age 13 to 15 years as the group most affected by Operation Impact. Figure 2 presents the results. The estimates show no effect in the two years before Operation Impact. The effect size is small and statistically insignificant for both model specifications. Following the introduction of Operation Impact, however, test scores decreased substantially among African American boys exposed to the policing program. The effect refers to the entire duration of the policing program in a particular area, ranging from about half a year to 7.5 years. This negative effect dissipates over a two-year period after the end of the program but remains statistically significant. This temporal pattern is consistent with a causal interpretation of our results.

Figure 1. Effect of Operation Impact on English Language Arts (ELA) Test Scores by Age for African American Boys

Note: Circles with lines represent point estimates with 95 percent confidence intervals. The sample is restricted to African American boys (N = 195,743). Full regression results are presented in Appendix Tables A2 and A3.
Figure 3 compares the results for African American boys to African American girls and Hispanic students by age. The findings show no discernible effect for these groups. The effect sizes are small for all and statistically insignificant for most of the estimated effects across age and student subgroups. We find no systematic pattern related to age and gender. The difference in the effect size for African American boys compared to both Hispanic boys and African American girls is statistically significant at the .01 level for ages 12, 13, 14, and 15. Figure S2 in the online supplement presents the corresponding results with leads and lags for 13- to 15-year-old students by race and gender. The results reaffirm the finding that the negative effect of Operation Impact is confined to older African American boys. Although some of the estimates are statistically significant, the point estimates are generally small, inconsistent across the two model specifications, and show no clear temporal pattern related to Operation Impact.

Figure S3 in the online supplement presents the results for math scores as the outcome variable. They show the same pattern for African American boys, with small or no effect for the younger age groups but an increasing effect size for older students. The effect size is somewhat smaller. In particular, exposure to impact zones for one school year decreased math test scores of 15-year-old African American boys by −.127 in the group-level difference-in-differences model and by −.075 in the student-level estimator with student fixed effects. The results for mathematics show no evidence of an effect on African American girls or Hispanic students. These findings for ELA and Mathematics test scores indicate that Operation Impact negatively affected the education performance of African American boys but not other groups.

**PLAUSIBILITY OF DESIGN AND VIOLENT CRIME AS AN ALTERNATIVE EXPLANATION**

The core assumption of our difference-in-differences approach is that in the absence of Operation Impact and conditional on prior crime, changes in test scores of students...
exposed to the police surge would have been the same as changes in test scores of students in control areas (common trend assumption). The main threats to this assumption are time-specific, neighborhood-level factors that are related to the selection of impact zones and student outcomes but not captured with our measures for pre-treatment crime. We assess the plausibility of the common trend assumption by examining the pre-treatment trends in test scores. In particular, the analysis presented in Figure 2 uses leads and lags for the treatment indicator, running from two years before to two years after a neighborhood was part of Operation Impact. The estimates show no effect in the two years before Operation Impact. The effect size is small and statistically insignificant for both model specifications. This finding indicates that the trend in test scores is similar before areas were designated as impact zones. Accordingly, the main findings are not driven by neighborhood changes prior to Operation Impact, such as increasing crime rates prior to the selection of impact zones. This finding is consistent with a causal interpretation of our results and supports the common trend assumption. In addition, we conducted a placebo analysis based on pre-treatment (lagged) test scores as the outcome variable (Athey and Imbens 2017). Pre-treatment test scores are known not to be affected by the treatment, so the true effect is zero. If, however, our estimates for the placebo analysis are not close to zero, our identification strategy would be implausible. The results are presented in Figure S4 in the online supplement. They show no discernible effect of impact zones on lagged test scores for African American boys or any of the other groups. The estimates are small and, in most cases, far from statistically significance. This finding increases the plausibility of our estimation strategy.

The sensitivity analyses are encouraging, but crime remains the most plausible alternative explanation for the effect of Operation Impact on African American boys. Although our models control for prior crime, the

Figure 3. Effect of Operation Impact on English Language Arts (ELA) Test Scores by Race, Gender, and Age

Note: Circles with lines represent point estimates with 95 percent confidence intervals. The sample size is 195,743 for African American boys, 210,566 for African American girls, 200,830 for Hispanic boys, and 208,244 for Hispanic girls. Full regression tables are presented in Appendix Tables A2 and A3.
measures might not capture the full extent of police intelligence on particular areas and fail to adjust for other selection processes. They do not, for example, address the concern that the NYPD selectively introduced Operation Impact in predominantly African American areas with increasing crime rates. However, additional analyses contradict alternative explanations based on crime as a confounder.

First, the race-, gender-, and age-specific patterns in the effect of Operation Impact are closely aligned with exposure to policing. Figure 4 and Figure S5 in the online supplement show the stop and arrest rates, respectively, for each group. Similar to the size of the impact zone effect, the rate of police stops increases with age and is substantially lower for girls and Hispanics. The effect of crime, however, is relatively constant across groups. In particular, we compare the pattern for the effect of Operation Impact with similar results for the effect of violent crime in residential environments. The analysis uses the same model specification described earlier but replaces the main independent variable with the (standardized) number of violent felony crimes one month before the date of the standardized exam. Figure 5 presents the findings. In contrast to the results for policing, the estimates do not show a clear pattern by race, age, or gender. Instead, the estimates are consistently negative and statistically significant for most groups. This finding suggests that neighborhood crime affects all students in similar ways. It indicates that the distinct race-, gender-, and age-specific patterns for the effect of Operation Impact are not driven by underlying crime rates. The group-specific patterns of the effects of Operation Impact compared to crime, together with the patterns for police stops and arrests, provide further support for the validity of our estimation strategy and discount crime as an alternative explanation.

Second, local crime declined after the introduction of Operation Impact (see Figure 6, discussed in the next section). Accordingly, exposure to Operation Impact coincided with a period during which crime levels were lower compared to control areas. It remains possible that an increased level of crime before areas were designated as impact zones exerts a lagged effect on student outcomes despite the contemporaneous decline in crime. However, it is implausible considering substantial research on the short-term effect of exposure to crime and violence (Sharkey 2010; Sharkey et al. 2014). Accordingly, the decreased level of crime in impact zones contradicts the idea that crime is driving the negative effect of Operation Impact.
To better understand the mechanisms that explain the effect of Operation Impact on educational outcomes, we examine changes in crime, school-related attitudes, and school attendance. These measures are more proximate causes of educational performance related to our theoretical argument about a positive effect based on crime reduction, and a negative effect based on trust in schools and teachers and system avoidance. Data limitations do not allow us to examine health-related mechanisms such as stress, fear, and anxiety.

**Violent and Property Crime**

First, we explore the possibility of a positive effect through the reduction of neighborhood crime and violence, which in turn increases school performance. For this purpose, we examine changes in violent and property crime before, during, and after Operation Impact (for a similar analysis, see MacDonald et al. 2016). The analysis is based on a similar difference-in-differences approach as our main analysis for student outcomes, but it uses data on the neighborhood-quarter level and negative binomial regressions to model the number of crime incidents (Osgood 2000). The dependent variables are the number of police-reported violent and property crimes in neighborhood $j$ and quarter $q$. Police-reported crime data are limited in important ways, including potential changes in citizen reporting of crime related to Operation Impact and increased crime reporting due to additional police officers deployed to impact zones. The analysis nonetheless offers important insights to changes in reported crime before, during, and after Operation Impact.

Figure 6 presents results for the effect of Operation Impact on violent and property crimes together with estimated leads and lags, running from four quarters before to four quarters after a neighborhood was part of...
Figure 6. Potential Mechanism: Effect of Operation Impact on Violent and Property Crimes
Note: Circles with lines represent point estimates with 95 percent confidence intervals from negative-binominal regression models based on a difference-in-differences framework. The analyses are based on the neighborhood-quarter level with a sample size of 42,552 for 1,182 neighborhoods times 36 quarters ranging from Q1 2004 to Q4 2012.

Operation Impact. The estimates show that the number of violent crimes was almost 10 percent higher in the two quarters before areas were designated impact zones compared to control areas. This finding confirms that the NYPD selected impact zones based on crime levels in the period leading up to the selection of impact zones. Our main analysis adjusts for this selection process by controlling for crime levels in the six months before selection of impact zones. After the implementation of Operation Impact in a particular area, with the corresponding sharp increase in police activity, the number of violent crimes decreased to about 5 percent below the level in control areas. This effect refers to the entire duration of the policing program in a particular area, which ranged from about two quarters to 7.5 years and is, on average, about one year. The reduction in crime dissipates quickly after areas are removed from Operation Impact, with violent crimes returning to the same level as in control areas in the second quarter after an area was removed from Operation Impact. In contrast to violent crimes, property crimes were largely unaffected by Operation Impact and remained at the same level as control areas before, during, and after the program.

These findings indicate that Operation Impact reduced violent crime, although the effect was limited to the duration of the program. Together with substantial evidence that violent crime in the residential environment has a negative impact on cognitive development, school performance, mental health, and long-term physical health (for an overview, see Sharkey 2018a), these findings provide evidence for a potential positive channel. They suggest Operation Impact might improve the educational prospects of children in high-crime areas by reducing developmentally disruptive violent crime in the local environment. However, the main analysis clearly indicates that any positive effect through the reduction in crime is far exceeded by the negative consequences of aggressive, broken-windows policing.

School-Related Attitudes and School Attendance
Second, we estimate the effect of Operation Impact on school-related attitudes and school attendance as possible negative channels. Broken-windows policing programs, such as Operation Impact, might influence educational outcomes by undermining trust in schools and teachers, or by leading to system avoidance and withdrawal from institutions of social control such as schools. The analysis is based on the same difference-in-differences approach described earlier, but it uses a measure for positive attitudes toward school and attendance rate as outcome variables.
Figure 7 reports results for African American boys age 13 to 15 years. The findings for school-related attitudes show no evidence that Operation Impact influenced school-related attitudes. The effect estimates are small and statistically insignificant, and the direction of the point estimates is inconsistent with our theoretical expectation. This result indicates that the negative consequences of Operation Impact are not driven by changes in school-related attitudes. However, Figure 7 provides evidence for the effect of Operation Impact on school attendance. The results show no effect before areas were designated as impact zones but a modest decrease after the introduction of Operation Impact, which flattens out in the years after the program ends. Figure S6 in the online supplement shows the same results by race and gender, indicating that reduced school attendance is confined to African American boys. This pattern is consistent with a causal interpretation of the results. The size of the effect indicates that Operation Impact reduced the attendance rate of African American boys, but not other groups, by .46 to .84 depending on the estimate, which corresponds to about .1 standard deviations or 1.35 school days in a 180-days school year. Previous research consistently shows that lower attendance is related to performance on standardized tests, dropout, and other educational outcomes (for research on NYC, see Durán-Narucki 2008). Although the effect size is modest or even small, the finding indicates that system avoidance is a possible mechanism by which Operation Impact reduced test scores for African American boys.

Together, these analyses present the first evidence about three possible mechanisms that might explain the effect of Operation Impact on educational outcomes. They show that Operation Impact decreased neighborhood crime, which might improve educational outcomes, did not influence school-related attitudes, and had a negative effect on school attendance. These findings indicate that system avoidance might partly explain the overall negative effect for African American boys. The lack of health-related measures, however, prevents us from examining stress, fear, and anxiety as plausible explanations of the negative effect.

CONCLUSIONS

In response to rising crime rates, police departments around the country implemented aggressive policing strategies and tactics often inspired by the broken-windows theory of crime popularized by Wilson and Kelling (1982). Under Mayor Rudy Giuliani, the New York Police Department—the nation’s largest municipal police force—pioneered these
reforms in the early 1990s. Investments in policing, including some forms of proactive policing, are credited with reductions in crime, but systematic research and empirical evidence on the social costs of policing is scarce (Weisburd and Majmundar 2018). We know little about the potential negative consequences of aggressive, broken-windows policing for generations of African American and Latino youth.

This article focuses on the consequences of aggressive, broken-windows policing for educational performance. The theoretical argument suggests aggressive policing can either exacerbate racial inequality in educational attainment by disproportionately targeting youth of color in high-crime neighborhoods, or it can indirectly reduce educational inequality if it reduces violence and crime in risky communities. Exploiting the staggered implementation of Operation Impact in New York City and using a difference-in-differences approach, we present the first causal evidence suggesting that this widely applied police model, which emphasizes extensive police contact at low levels of suspicious behavior, can lower the educational performance of African American boys, with implications for child development and racial inequality. The effect sizes vary by students’ race, gender, and age: it is substantial for African American boys age 13 to 15 and small and/or statistically insignificant for other groups. These race, ethnicity, and gender gaps require further research on the consequences of policing for female, Hispanic, and White students.

The findings advance our understanding about the role of the criminal justice system for youth development and racial/ethnic inequality. They complement recent research on how different forms of criminal justice contact, such as arrest, conviction, and incarceration, influence mental and physical health, employment, and other important outcomes. Most research on the link between the criminal justice system and child development focuses on parental incarceration, even though law enforcement and policing are a central, and the most visible, part of the criminal justice system. Indeed, police are the face of the state and criminal justice system, with an educative function for many youths, especially minority youths in the most intensively policed neighborhoods (Justice and Meares 2014; Soss and Weaver 2017). The findings document how direct and indirect contact with police can have spillover effects to behaviors in other contexts of state authority and control. The focus on neighborhood-level exposure is particularly important. It shows that the consequences of the criminal justice system are not confined to those who are incarcerated, arrested, or even stopped by the police and instead highlights that the consequences extend to entire communities. Considering the significant racial disparities in individual- and neighborhood-level police exposure (Fagan et al. 2010; Hagan et al. 2005; Legewie 2016), the findings suggest aggressive policing strategies and tactics may perpetuate racial inequalities in educational outcomes. They provide evidence that the consequences of policing extend into key domains of social life, with implications for the educational trajectories of minority youth and social inequality more broadly.

These findings should encourage police reformers, policymakers, and researchers to consider the broader implications and social costs of policing strategies and tactics. Although investments in policing are credited with reductions in crime that might benefit students in high-crime areas (Sharkey 2018b), the findings from this study and emerging evidence from other research indicate that aggressive policing influences a range of different outcomes and might harm students as well. Understanding the social costs of programs like Operation Impact is important for the design and implementation of policing programs that attempt to reduce crime and mitigate any negative consequences for minority youth. The effectiveness of policing programs is regularly assessed based on crime rates. Our findings could inform new ways to assess the effectiveness of policing practices that are relevant for all policing programs. By
combining large-scale administrative or big data from different government agencies with a rigorous research design, our work lays out an agenda for how to measure the long-term social consequences of policing across key domains of social life (Law and Legewie 2018). It suggests that a better understanding and regular assessment of the social consequences of policing should play a key role in evaluation of police programs and police accountability.

Our research also points at a general set of processes that highlight how frequent and negative interactions with authority figures and the experience of discrimination can undermine educational and potentially other outcomes. We focus on students’ residential context and ignore exposure to policing and other forms of social control in other contexts, such as schools, non-residential neighborhoods, or shopping malls. Indeed, many students attend school in a different neighborhood or spend significant time in other areas. Increasing surveillance and social control in schools or other settings might have similar adverse consequences and shape students’ responses in important ways. From this perspective, our work lays out an agenda for how to test for these mechanisms. It encourages other researchers to examine the social costs of social control and surveillance across different settings.

However, we acknowledge several limitations. First, our data only allow us to test some of the underlying mechanisms. We are unable to examine health effects related to stress, fear, trauma, and anxiety, and our attitudinal measures are only a first step. Future research should address this limitation and examine how neighborhood-level exposure to policing and the experience of police discrimination is related to child development, particularly youths’ mental and physical health. Second, we evaluate the effect of aggressive policing based on New York City and Operation Impact alone. The advantage of our design is that it overcomes several of the challenges in isolating the causal effect of policing. As in any study, external validity is not ensured. The policing strategies and tactics at the core of Operation Impact, however, are fairly representative of police reforms in major cities across the country (Fagan et al. 2016; Greene 2000; Weisburd and Majmundar 2018). Several studies suggest that adolescents in suburban areas experience policing in much the same way as do urban teenagers (Beck 2019; Boyles 2015; Brunson and Weitzer 2009). There is less research on rural policing, where police contact is less frequent and crime rates may be lower, and where policing may be more embedded in the community compared to urban areas (Christensen and Crank 2001). Similarly, the setting in other countries with different racial histories, policing strategies, and educational systems is distinct, limiting the potential to generalize the findings. These similarities and differences are not sufficient to draw conclusions, but the findings warrant future research on how crime and policing shape youth development in non-urban contexts and across the world.
## APPENDIX

### Table A1. Sample Characteristics

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students in Impact Zones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>835,531</td>
<td>285,439</td>
</tr>
<tr>
<td>Student-Year Observations</td>
<td>2,725,235</td>
<td>827,922</td>
</tr>
<tr>
<td>Avg. Observations per Student</td>
<td>3.26</td>
<td>2.90</td>
</tr>
<tr>
<td>Avg. Length of Exposure (in years)</td>
<td>.26</td>
<td>.77</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Female</td>
<td>50.2%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Percent White</td>
<td>13.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Percent African American</td>
<td>38.7%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Percent Hispanic</td>
<td>47.7%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Percent Free/Reduced Lunch</td>
<td>96.4%</td>
<td>97.9%</td>
</tr>
<tr>
<td><strong>Schooling</strong></td>
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<td></td>
</tr>
<tr>
<td>Percent English Learner</td>
<td>11.3%</td>
<td>13.5%</td>
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<tr>
<td>English Language Art Score</td>
<td>661.2</td>
<td>653.6</td>
</tr>
<tr>
<td>Mathematics Score</td>
<td>674.8</td>
<td>666.4</td>
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<tr>
<td><strong>Neighborhood Characteristics</strong></td>
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<tr>
<td>Percent Below Poverty Line</td>
<td>24.7%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Percent White</td>
<td>22.8%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Percent African American</td>
<td>30.3%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Percent Hispanic</td>
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<td>44.7%</td>
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<tr>
<td>Percent Asian</td>
<td>9.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Violent Crime Rate</td>
<td>16.2</td>
<td>22.9</td>
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<tr>
<td>Property Crime Rate</td>
<td>9.8</td>
<td>10.0</td>
</tr>
<tr>
<td>Misdemeanors Crime Rate</td>
<td>28.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Violations Crime Rate</td>
<td>8.5</td>
<td>10.8</td>
</tr>
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</table>

*Note: The sample is defined as all African American, Hispanic, or White students between 2004 and 2012 who were 9 to 15 years old, participated in the yearly state exam, and were exposed to Operation Impact at least once. All characteristics are averaged over years and across students. Neighborhood characteristics are on the census-tract level. Crime rates are per 1,000 residents.*
Table A2. Difference-in-Differences Model for the Effect of Operation Impact on English Language Arts (ELA) Test Scores by Race and Gender

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>White</th>
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<tr>
<td></td>
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<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
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<td>Girls</td>
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<tr>
<td>Operation Impact (OI)</td>
<td>.001</td>
<td>-.022</td>
<td>-.023</td>
<td>-.030*</td>
<td>.144</td>
<td>.054</td>
</tr>
<tr>
<td></td>
<td>(.02)</td>
<td>(.01)</td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.13)</td>
<td>(.12)</td>
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<tr>
<td>OI x Age 10</td>
<td>-.021</td>
<td>.007</td>
<td>.019</td>
<td>.033</td>
<td>-.324</td>
<td>-.075</td>
</tr>
<tr>
<td></td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.17)</td>
<td>(.17)</td>
</tr>
<tr>
<td>OI x Age 11</td>
<td>-.036</td>
<td>.016</td>
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<td>.003</td>
<td>-.261</td>
<td>-.054</td>
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<tr>
<td></td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.02)</td>
<td>(.18)</td>
<td>(.17)</td>
</tr>
<tr>
<td>OI x Age 12</td>
<td>-.081***</td>
<td>.017</td>
<td>.003</td>
<td>.048*</td>
<td>-.062</td>
<td>-.142</td>
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<td></td>
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<td>(.02)</td>
<td>(.02)</td>
<td>(.17)</td>
<td>(.19)</td>
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<tr>
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<td>.003</td>
<td>.021</td>
<td>.026</td>
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<td>-.115</td>
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<tr>
<td></td>
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<td>(.02)</td>
<td>(.02)</td>
<td>(.17)</td>
<td>(.18)</td>
</tr>
<tr>
<td>OI x Age 14</td>
<td>-.098***</td>
<td>.000</td>
<td>.027</td>
<td>.021</td>
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<td>(.02)</td>
<td>(.02)</td>
<td>(.18)</td>
<td>(.19)</td>
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<tr>
<td>OI x Age 15</td>
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<td>Prior Property Crime</td>
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<td>200,830</td>
<td>208,244</td>
<td>6,657</td>
<td>5,882</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01; ***p < .001 (two-tailed tests).
Acknowledgments, IRB, and Replication Note

For helpful comments and advice, we thank Anouk Lloren, Andy Papachristos, Olav Sorenson, Desmond Ang, Jim Kemple, and other members of the Research Alliance for NYC Schools (RANYCS). The study was approved by the Institutional Review Board at Yale University (IRB Protocol ID 2000022096) and Harvard University (IRB Protocol ID IRB18-1584). Replication code is available at https://osf.io/5mzue/.

Notes

1. The terms order-maintenance, zero-tolerance, quality-of-life, proactive, and broken-windows policing are used somewhat interchangeably. They generally refer to a style of policing that strictly enforces low-level crimes, targets minor forms of disorderly behavior, and proactively engages citizens through pedestrian stops and searches to prevent crime.

2. Stop, Question, and Frisk (SQF) operations are regulated under federal (Terry v. Ohio) and state (People v. DeBour) standards. SQF operations allow police officers who reasonably suspect a person has committed, is committing, or is about to commit a felony or a penal law misdemeanor to stop and question that person. Frisks are permitted if officers suspect the presence of a weapon or if officers suspect they are in danger of physical injury. Searches are permitted if officers have reasonable suspicion to believe a crime has taken place. About 5 percent of stops resulted in arrests during this period, and another 5 percent resulted in issuance of a citation for a non-criminal violation.

3. Beginning in January 2006, New York City started using a citywide records management system to collect SQF data. Earlier records are not geocoded.

### Table A3. Difference-in-Differences Model with Student Fixed-Effect Term for the Effect of Impact Zones on English Language Arts (ELA) Test Scores by Race and Gender

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>White</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Operation Impact (OI)</td>
<td>−.001 (0.01)</td>
<td>−.010 (0.01)</td>
<td>−.010 (0.01)</td>
<td>−.012 (0.01)</td>
<td>−.033 (0.11)</td>
<td>.238* (0.12)</td>
</tr>
<tr>
<td>OI x Age 10</td>
<td>−.011 (0.01)</td>
<td>−.001 (0.01)</td>
<td>.007 (0.02)</td>
<td>.025 (0.02)</td>
<td>.022 (0.14)</td>
<td>−.316* (0.15)</td>
</tr>
<tr>
<td>OI x Age 11</td>
<td>−.026 (0.01)</td>
<td>−.012 (0.01)</td>
<td>−.006 (0.02)</td>
<td>.006 (0.02)</td>
<td>.182 (0.14)</td>
<td>−.478** (0.15)</td>
</tr>
<tr>
<td>OI x Age 12</td>
<td>−.044** (0.01)</td>
<td>.012 (0.01)</td>
<td>.004 (0.02)</td>
<td>.009 (0.02)</td>
<td>.033 (0.14)</td>
<td>−.405** (0.16)</td>
</tr>
<tr>
<td>OI x Age 13</td>
<td>−.070*** (0.01)</td>
<td>.002 (0.01)</td>
<td>−.012 (0.02)</td>
<td>.004 (0.02)</td>
<td>.061 (0.14)</td>
<td>−.310 (0.16)</td>
</tr>
<tr>
<td>OI x Age 14</td>
<td>−.084*** (0.02)</td>
<td>−.011 (0.01)</td>
<td>−.003 (0.02)</td>
<td>−.016 (0.02)</td>
<td>−.156 (0.15)</td>
<td>−.196 (0.17)</td>
</tr>
<tr>
<td>OI x Age 15</td>
<td>−.149*** (0.02)</td>
<td>.001 (0.02)</td>
<td>.018 (0.02)</td>
<td>−.003 (0.03)</td>
<td>.147 (0.29)</td>
<td>−.1060 (0.58)</td>
</tr>
<tr>
<td>Free Lunch Status</td>
<td>.016 (0.01)</td>
<td>−.016 (0.01)</td>
<td>.030** (0.01)</td>
<td>.042*** (0.01)</td>
<td>.074 (0.07)</td>
<td>−.065 (0.12)</td>
</tr>
<tr>
<td>English Learner Status</td>
<td>−.124*** (0.02)</td>
<td>−.149*** (0.02)</td>
<td>−.068*** (0.01)</td>
<td>−.062*** (0.01)</td>
<td>−.175 (0.09)</td>
<td>−.071 (0.13)</td>
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<tr>
<td>Prior Violent Crime</td>
<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
<td>.000 (.00)</td>
<td>.000 (.00)</td>
</tr>
<tr>
<td>Prior Property Crime</td>
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<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
<td>.000 (0.00)</td>
</tr>
<tr>
<td>Neighborhood FE</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade-by-Year FE</td>
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<td>✓</td>
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</tr>
<tr>
<td>Student FE</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Observations</td>
<td>195,743</td>
<td>210,566</td>
<td>200,830</td>
<td>208,244</td>
<td>6,657</td>
<td>5,882</td>
</tr>
</tbody>
</table>

*p < .05; **p < .01; ***p < .001 (two-tailed tests).
and instead include the address or street intersection of the stop. We geocoded these records using ArcGIS.

4. We also considered two alternative sample definitions that would imply different control groups. First, we considered no sample restrictions so that the trend in treatment areas would be compared to all other areas. Second, we considered restricting the sample to all areas with a high crime rate prior to the introduction of Operation Impact. This approach would use high-crime areas not designated as impact zones as the control trend. However, both alternative definitions of the control group do not perform well in sensitivity analyses (i.e., the trend in test scores already diverges before areas were designated as impact zones).

5. Controlling for lagged crime might be endogenous in later periods of Operation Impact. To address this concern, the online supplement presents results without prior crime as a control variable.

6. Accounting for serial correlation is important in many difference-in-differences settings to ensure the resulting standard errors are consistent (Bertrand, Duflo, and Mullainathan 2004). A simple approach to address this problem in settings with a large number of groups are standard errors clustered on the group, or in our context neighborhood, level instead of the group-by-year level (Angrist and Pischke 2008). We adopt this approach for the two difference-in-differences models described here. In general, the results are consistent across different methods of calculating standard errors.

7. All models are estimated using a generalization of the within (fixed-effect) estimator for multiple high dimensional categorical variables using the lfe package in R (Gaure 2013). In particular, we use the within transformation for the neighborhood and grade-by-year fixed-effect terms and in some models for the student fixed-effect term.

8. Geocoding of student addresses was done by the Research Alliance for New York City School Research, which provided us with access to neighborhood identifiers and x- and y-coordinates with random noise to ensure privacy. Geographic information is missing for the 2004 school year (October 2003 and June 2004). These data are unrecoverable by the NYCDOE. To address this problem, we replace the missing 2004 data with the closest available information from either June 2003 or October 2004.

9. Free or reduced lunch and English learner status are the two variables with the highest proportion of missing cases in our analytic sample. Many of these cases are for single years, with complete student information for other years. We impute missing information for free or reduced lunch and English learner status with the lagged or lead value if it is missing.

10. In 2007, the NYCDOE started to conduct the NYC Learning Environment Survey, which is a yearly student, parent, and teacher survey in grades 6 to 12. The survey focuses on the learning environment at each school and covers four categories used for reporting as part of the yearly school-level progress report. The four areas are academic expectations, communication, engagement, and safety and respect. The NYCDOE asks all parents and students in grades 6 to 12, and all teachers, to participate in the survey. The response rate among students was 65 percent in 2007 and increased to 82 percent in 2012.

11. Only one factor has an eigenvalue above 1 (Kaiser criterion), all the variables have factor loadings above .5 (with most above .6), and common metrics such as the RMSEA index (.056) and the Tucker Lewis Index (.995) are below/above the standard thresholds.

12. Appendix Tables A2 and A3 do show results for White students. Some of the point estimates are comparable in size to the main findings reported here. However, the standard errors are extremely large, the estimates are inconsistent across different model specifications, there is no systematic pattern across age and gender (as expected by theory and other findings), and the sensitivity analysis indicates the common trend assumption is violated for the sample of White students. Together, these findings challenge the validity of the estimates for White students, presumably because the number of White students exposed to impact zones is too small.

13. The lack of any impact on Hispanic boys is surprising, particularly for older students. However, Operation Impact increased the number of pedestrian stops by 35.1 percent for African Americans compared to 25.2 percent for Hispanics, with a similar pattern for misdemeanor and violation arrests (see the online supplement for details). Accordingly, Hispanic students experienced Operation Impact at least somewhat differently than did African American students.

14. Note that the negative effect is not confined to groups of students who are regularly stopped and arrested by the police. Indeed, the stop and arrest rates of African American boys age 12 and 13 are relatively low, yet they begin to experience a negative effect of Operation Impact.

15. The analysis also omits the pre-impact-zone crime measures.

References


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EXHIBIT 20
Results connect the implementation of the college and career counseling components of a comprehensive school counseling program and lower student-to-school-counselor ratios to a reduction in suspension rates and disciplinary incidents for Connecticut high school students. Principal ratings of college and career counseling services provided in their school extended benefits for students to include better attendance and graduation rates, as well as lower disciplinary incidents and suspension rates. This article highlights the importance of college and career counseling services and smaller ratios for promoting student success.

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This evaluation represents collaboration between the Center for School Counseling Outcome Research and Evaluation (CSCORE), the Connecticut State Department of Education, and the Connecticut School Counselor Association. The authors also acknowledge the significant contributions of Karen Harrington of CSCORE in the School of Education at the University of Massachusetts.
Purpose of the Study
The purpose of the present study was to examine the relationship between the implementation of Connecticut’s comprehensive school counseling program model at the high school level and its role in enhancing key outcome markers of student success (i.e., each high school’s attendance, graduation, and discipline rates). In the process of moving school counseling from a marginal role to one that is central to each school’s primary mission (Sprinthall, 1981), the structure of a comprehensive counseling program was intentionally designed to effect measurable gains in such critical indicators of student academic success (ASCA, 2012). This was and is the overarching strategy that the Connecticut School Counselor Association and the Connecticut State Department of Education have used in their attempt to create and then implement a comprehensive model across all high schools in their state.

Researchers collected two types of data to explore the relationship between gains in important outcomes for high school students and the implementation of the Connecticut comprehensive school counseling program model. First, the authors gathered student outcome data (e.g., suspension rates) and school-level demographic data (e.g., per-pupil expenditures, the percentage of students receiving free or reduced-price lunch, and student-to-school counselor ratios) for each high school participating in this study from the Connecticut Department of Education website. Second, an estimate of the extent to which the Connecticut comprehensive school counseling program was being implemented in each high school participating in this study was obtained through an online survey completed by school counselors and principals. The unit of analysis used in this study was at the level of the school building. School counselors and principals rated what services school counselors were providing to their students and the characteristics of the school counseling program being delivered in their school building. The researchers then used these ratings to test for benefits for students attending high schools with more fully implemented comprehensive school counseling programs.

Research Questions. This study examined the following three research questions.

1. Are school counselor and principal ratings of the extent to which school counselors provide key services in their school building as identified in the Connecticut model (i.e., college and career counseling services and responsive services to meet students’ social and emotional needs) related to critical student outcomes (i.e., attendance, graduation rates, suspension rates, and discipline incidents)?

2. After statistically controlling for differences in Connecticut high schools related to key demographic factors (e.g., per-pupil dollar expenditures, the percentage of students receiving free or reduced-price lunch in each high school, and enrollment size), do smaller student-to-school-counselor ratios and greater implementation of key elements of Connecticut’s comprehensive school counseling program model (i.e., college and career counseling and responsive services) predict crucial outcomes for high school students?

3. How do Connecticut school counselors spend their work time? To what extent is school counselor work time encumbered by the performance of job tasks not related to the implementation of the adopted Connecticut state model and what consequences does this have for high school students?

METHOD

Procedures and Participants
The authors used two types of data to examine the relationship between implementation of the Connecticut comprehensive model and student outcomes. First, school-level student outcome and demographic data were obtained from the Connecticut Department of Education website. Second, information about each high school’s school counseling program was obtained through the “Principal and Counselor Survey” (Lapan & Carey, 2007) that has been used in previous state-level school counseling evaluations, supplemented with items specific to the state of Connecticut that were developed in consultation with members of the Connecticut School Counselors Association. This online survey was sent to principals and school counselors at all Connecticut public high schools. A total of 96 schools participated in the study and 72 school counselors, 24 guidance directors, and 35 principals responded to the survey. Researchers analyzed all
data using SPSS (2007).

Variables
School-level student outcome variables. For each high school participating in this study, the authors gathered data on four student outcome variables from the Connecticut Department of Education website. The outcome measures included (a) yearly suspension rates per 100 students (M = 14 suspensions, SD = 9), (b) total disciplinary incidents per year for each high school (M = 469 disciplinary incidents, SD = 530), (c) average daily attendance (M = 94.87% attendance, SD = 2.08%), and (d) high school graduation rates (M = 95.26% graduated, SD = 4.37%).

School-level student demographic variables. The authors also gathered data on three demographic variables for each high school participating in this study from the Connecticut Department of Education website. The demographic measures included (a) the percentage of students receiving free or reduced-price lunch (M = 16% receiving free or reduced-price lunch, SD = 17%), (b) the per-pupil expenditures (M = $12,130 per student, SD = $1,856), and (c) the student enrollment size for each high school (M = 1016 students, SD = 509).

School-level school counseling variables. The authors selected three school counseling variables for use in the correlation and regression analyses: (a) student-to-school counselor ratios, (b) college and career counseling services provided to students, and (c) responsive services provided to students. Given the relatively small sample size, the number of demographic and dependent variables to be examined, and results from prior research (e.g., Lapan & Harrington, 2009), the authors decided to focus on those items on the online survey that assessed the extent to which school counselors were implementing college and career counseling and responsive services components of the Connecticut model. Data on student-to-school-counselor ratios were collected from the Connecticut State Department of Education website (M = 205 students for every 1 school counselor; SD = 47 students).

Eleven items on the online survey asked counselors and principals to rate the extent to which college and career counseling services were being fully implemented in each high school. Each item represented an important aspect of the responsive services component recommended in the Connecticut state model, such as All students experiencing problems that might interfere with their school success can easily receive help from a school counselor. These items demonstrated reliable and strong internal consistency, with Cronbach’s alpha = .89. The mean on this 5-point implementation scale for responsive services was 4.01 for school counselors (SD = .79) and 3.78 for principals (SD = .90).

Results

Table 1 reports the correlations between ratios, counseling program implementation, and student outcomes. Three key findings are evident. First, high schools where school counselors have smaller numbers of students to care for also have statistically signifi-
cant lower rates of student suspensions and fewer disciplinary incidents. Sec-
ond, in high schools in which school counselors described providing greater
levels of college and career counseling services to students, lower suspension
rates were reported. In addition, when counselors indicated that they were
providing greater levels of responsive services to students, lower suspen-
sion rates and disciplinary incidents also were found. And third, principal
ratings support findings from counselor ratings. In high schools where
principals reported greater levels of college and career counseling services
provided to students, attendance and graduation rates were higher. Only
the small sample size (n = 35) prevents the relationship between suspension
rates and disciplinary incidents and college and career counseling (and the
relationship between responsive services and total number of disciplinary
incidents) from also reaching statistical significance for the principals’ ratings
(i.e., at the p < .05 level).

Of concern was the clear finding in this sample that, as per pupil expendi-
tures decreased, the student-to-school-counselor ratios significantly increased
(r = -.46, p < .001). Connecticut high schools that spent less money for each
student in attendance were also very likely to have substantially higher
ratios of students to school counselors. In these schools, students attempt-
ing to succeed in school and move forward with their educational and
career plans are likely to be served by school counselors in the very difficult
position of trying to meet the needs of very large numbers of students.

Research Question 2

Table 2 reports multiple regression analyses predicting suspension rates and
disciplinary incidents based on student-to-school-counselor ratios and
counselor ratings of the extent to which college and career counsel-
ing services and responsive services were being implemented in each high
school. Although the researchers found statistically significant cor-
rrelations, such relationships could be merely an artifact of underlying
differences between Connecticut high schools related to such potent influ-
ences as the percentage of students receiving free or reduced-price lunch, the
per-pupil expenditures made by each school, and the school enrollment size.

Multiple regression analyses statistically controlled for these potentially
confounding factors. Due to the small number of principals responding to the
survey, however, multiple regression analyses could not be completed using
principal ratings.
Student-to-school-counselor ratios and college and career counseling services each predicted unique variance in suspension rates. After controlling for the effects of free or reduced-price lunch, per-pupil expenditures, and enrollment size, ratios explained an additional 6% and college and career counseling services predicted 3% more of the variance in suspension rates. Together, student-to-school-counselor ratios and college and career counseling services explained an additional 9% of the variance in suspension rates (after controlling for the effects of free or reduced-price lunch, per-pupil expenditures, and enrollment size). Responsive services did not explain additional portions of the variance in suspension rates after the effects for ratios and college and career counseling were removed.

Figure 1 graphs the very strong relationship found between student-to-school-counselor ratios and suspension rates. On average, high schools in this study’s sample reported 14 suspensions for every 100 students. Schools with 158 to 204 students per school counselor had 12 suspensions for every 100 students. Schools with 205 to 251 students per counselor had 15 suspensions. Schools with 252 to 297 students per counselor had 18 suspensions and schools with more than 298 students per counselor had 26 suspensions for every 100 students.

College and career counseling services uniquely predicted 3% to 4% of the variance in total disciplinary incidents after the effects of free or reduced-price lunch, per-pupil expenditures, enrollment size, and student-to-school-counselor ratios were removed. Providing students with college and career counseling services appeared to have a positive impact in reducing the total number of disciplinary incidents in Connecticut high schools. Student-to-school-counselor ratios and responsive services did not explain unique variance after the effects of these other factors were taken into account.

Research Question 3
School counselors reported spending approximately one third of their work time carrying out college and career counseling job tasks as specified in the Connecticut’s Comprehensive School Counseling Program (CSCA, 2000). However, only 57% of school counselors and 51% of principals said that it was either very accurate or extremely accurate to say, “The education and career planning process (currently being carried out by school counselors) involves collaboration with students and parents/guardians to assist students in developing a four-year plan.” School counselors estimated that 11% of their work time is encumbered by tasks unrelated to the four program components of the state model. However, 25% of the school counselors indicated that between 15% and 50% of their work time was spent performing non-counseling related job tasks. As counselors spent more of their time performing non-counseling tasks, they were much less likely to report that at least 80% of their work time was being used in ways that were of direct benefit to students ($r = -.53, p < .001$).

High schools where school counselors reported using data for accountability and program improvement purposes had fewer suspensions ($r = -.25, p < .05$) and higher graduation rates ($r = .29, p < .02$). Fifty percent of the counselors said it was extremely accurate, very accurate, or accurate to say, “The school counseling department uses data from student results reports to evaluate program effectiveness.” However, the remaining 50% of the counselors indicated that using data to evaluate program effectiveness was something they did not do. Counselor use of data was highly correlated with overall implementation of the Connecticut model (e.g., implementing the individual planning and responsive services components).

Finally, 25% of the counselors reported that their high school was either not attempting to implement the Connecticut model or had only started implementation in the past 1 or 2 years (42% said their schools had been implementing the model for more than 7 years and 33% indicated implementation had been in progress over the past 3 to 7 years). The longer high schools had been working to implement the state model, the more likely it was that counselors were more fully implementing college and career counseling ($r = .35, p < .002$) and

**Figure 1**

**STUDENT/COUNSELOR RATIOS IN HIGH-POVERTY SCHOOLS**

Of concern was the clear finding in this sample that, as per-pupil expenditures decreased, the student-to-school-counselor ratios significantly increased.
Ratios matter and what counselors do with their work time is very important to the success of Connecticut high school students. After statistically controlling for critical differences among Connecticut high schools (i.e., in the percentages of students receiving free or reduced-price lunch, per-pupil dollar expenditures, and enrollment size), this study showed that high schools that gave school counselors the opportunity to work with smaller numbers of students and where counselors used their work time to more fully provide college and career counseling services (as outlined in the Connecticut state model) had significantly fewer suspensions and disciplinary incidents. Studies estimate the national average ratio of students to school counselors at 479 students for every 1 school counselor (Young, 2004) and cite the large numbers of students served by a single counselor as a pivotal reason for deficient college counseling services being provided to high school students in the United States (e.g., Public Agenda, 2010). Results from this study demonstrate what is possible when school counselors have caseloads in line with ASCA’s recommended ratio of 250 students for every 1 school counselor and use their time to provide needed college and career counseling services (ASCA, 2012). School counselors can build meaningful and personalized relationships with students to motivate the development of self-constructed possible college and career futures (Flum & Blustein, 2000; Lapan, 2004; Markus & Nurius, 1986).

Strongly supporting findings from this study are results from current research (Whiston et al., 2010; Whiston & Quinby, 2009). For example, in a comprehensive meta-analysis of school counseling outcome research, Whiston et al. (2010) highlighted how school counseling interventions significantly reduce student behavioral problems. In particular, the authors pointed out that the effect of school counseling interventions on reducing disciplinary problems was “quite large” (p. 47). In a statewide study examining the relationship between comprehensive counseling program implementation and student academic achievement in Missouri schools, researchers found some of the very strongest relationships in the reduction of suspension rates and disciplinary incidents at both the middle/junior high and high school levels (Lapan, Gysbers, & Kayson, 2006). Further, in a sample of almost 23,000 seventh-graders, across 184 middle schools, and using the ratings of close to 5,000 middle school teachers, implementation of comprehensive counseling programs was clearly connected to helping seventh-graders feel safer in their schools and have better relationships with the educators in their building (Lapan, Gysbers, & Petroski, 2001). Reductions in discipline problems and increasing students’ feelings of safety in school would eliminate many classroom disruptions and the enormous waste of teacher and administrator time required to deal with these incidents. Comprehensive school counseling programs are proving themselves to be important school-wide strategies to promote student academic achievement.

Providing all students effective college and career counseling services is a cornerstone to the individual planning component of the ASCA National Model and state models such as Connecticut’s that build off of this foundation (Gysbers & Henderson, 2012). Research from many different sources has argued for the importance of early educational and career planning, for which comprehensive counseling programs advocate. For example, in a longitudinal study following Michigan sixth-graders through to 2 years after high school graduation, Eccles, Vida, and Barber (2004) found that early college planning was an important predictor of high school course enrollment, academic performance, and successful full-time college attendance. In a recent study examining the implementation of comprehensive counseling programs in Chicago public high schools, Lapan and Harrington (2009) linked college and career counseling services to higher numbers of students taking Advanced Placement courses and higher scores on standardized achievement tests. When school counselors effectively implement the individual planning component of a comprehensive program, students experience a very positive difference in how they plan, prepare for, search, and apply to college and postsecondary training.

The critical role principals perform in supporting school counselors to implement comprehensive programs has received increased attention in recent years (e.g., Leuwerke, Walker, & Shi, 2009). In the present study, principal perceptions of the roles and responsibilities carried out by the school counselors in their building corroborated the link to lower suspension rates and discipline incidents (and extended the connection to better attendance and graduation rates). These correlations closely replicate findings from the 2006 statewide study in Missouri (Lapan, Gysbers, & Kayson, 2006).
Limitations

While the use of critical student outcomes (e.g., suspension rates) is a clear strength of this study, affecting these measurements is very difficult. Using school-level counselor self-report ratings as a predictor likely underestimates the true relationship between implementing comprehensive programs and making a positive impact on such student outcomes. Professionals in any field have a very real incentive to push their self-estimates in an overly positive direction when their work is being evaluated. With Likert ratings, this can lead to endorsement of values at the very high end of the scale, thus creating a restriction in range that makes correlations smaller. Some of this clearly is at work in this study and can be seen in the rating differences between school counselors and their principals. For example, school counselors’ mean rating of the extent to which college and career counseling services and responsive services were being implemented in their school was 3.56 and 4.01 respectively. However, principals’ mean ratings were 3.28 for college and career counseling and 3.78 for responsive services. The very high mean rating (4 on a 5-point scale) that school counselors reported for responsive services likely reduced the correlation and thus the impact reported in this study on the relationship of responsive services to student outcomes. Studies that use more discriminating measurement techniques (e.g., observational recordings) would collect data less susceptible to such restriction of range problems and allow for a fairer evaluation of the full impact of the work of professional school counselors.

Finally, although this study statistically controlled for several potent factors that confound any understanding of the relationship between comprehensive counseling programs and student outcomes, taking all potential confounds into account is not possible. For example, the state of Connecticut has made a serious attempt to implement School-wide Positive Behavioral Interventions and Supports (SWPBIS; Horner, Sugai, Todd, & Lewis-Palmer, 2005). These interventions are intended to reduce discipline problems in schools. One alternative explanation of the findings reported in this study could be that some of the reductions in discipline and suspension rates are due to these interventions and not to comprehensive counseling. However, for this to be true, the implementation of SWPBIS models in Connecticut would have to closely covary with the variability in student-to-school counselor ratios and the provision of college and career counseling services across high schools. To the authors’ knowledge, no attempt was made in Connecticut to coordinate these efforts. The authors hypothesize that, if SWPBIS data were included in this study’s regression analyses, it would make a unique and value-added contribution to explaining the variance in discipline incidents and suspension rates. The percent of variance explained would increase as the unique effects of SWPBIS interventions and comprehensive counseling programs were taken into account. Ample evidence from well-established research (e.g., Whiston et al., 2010) supports the findings connecting counseling program implementation and resulting benefits for students. Including the effects of additional potent interventions would
not eliminate the findings reported in this study. More likely, such additions would increase understanding of how to enhance such critical student outcomes that are so very difficult to impact. Further research is needed to address these issues.

**Recommendations**

Five major recommendations identify actions school counselors, school leaders, and policymakers can take immediately so that the benefits of comprehensive school counseling services reach all students.

1. Keep student-to-school counselor ratios at the high school at or below the ASCA recommended 250-to-1 levels. Cutting school counselor positions would increase ratios and have very negative consequences for students. In addition, more school counselors are needed in those Connecticut high schools where lower levels of per-pupil funding exist. As ratios increase, school counselors’ abilities diminish to build the kind of relationships with their students that motivate and facilitate academic achievement.

2. Close the implementation gap between Connecticut high schools in delivering to all students well-designed and well-thought-out comprehensive school counseling programs.

3. Reduce the amount of time school counselors spend carrying out job duties that are not aligned with the scope and sequence of the approved Connecticut comprehensive counseling program model.

4. Hold Connecticut high school counselors accountable for providing intensive, 21st-century college and career counseling services to all students.

5. Teach and then require Connecticut high school counselors to effectively use data throughout the program design and implementation phases, and during the program improvement and evaluation processes.

**REFERENCES**


EXHIBIT 21
The effectiveness of school counseling interventions is important in this era of evidence-based practices. In this study, Meta-Analysis 1 involved treatment–control comparisons and Meta-Analysis 2 involved pretest–posttest differences. The overall average weighted effect size for school counseling interventions was .30. The study examined whether pertinent moderator variables influenced effect sizes. The pretest–posttest effect size was not significant, so moderator analyses were conducted on treatment–control comparisons. Analyses of moderator variables indicated school counseling program activities or interventions varied in effectiveness.

In the fields of counseling, education, and psychology, there has been increased interest in evidence-based practice. This trend has resulted in substantial research that has explored the effectiveness of various practices within fields similar to school counseling, such as school psychology (White & Kratochwill, 2005), special education (Odom et al., 2005), and psychotherapy (APA [American Psychological Association] Presidential Task Force on Evidence-Based Practice, 2006; Lambert & Ogles, 2004). Whiston (2002), however, maintained that there has been surprisingly little examination of the overall effects of school counseling or the differing effects of typical activities or interventions used by school counselors. Whiston (2002) further argued that without strong empirical support, some legislators, school administrators, or parents may assert that the monies currently used to pay school counselors could be used for other purposes (e.g., funding reading specialists, hiring teacher aides, or buying computers).

Although there is still debate about the role and function of school or guidance counselors (Herr & Erford, 2006), there has been a growing consensus that school counseling should involve a programmatic approach. In the 1970s, individuals began to propose guidance programs (e.g., G. B. Jones, Hamilton, Ganschow, Helliwell, & Wolff, 1972; McDaniel, 1970) in which school counselors would provide a systematic program rather than a loosely defined set of services. In 1971, the University of Missouri–Columbia was awarded a U.S. Office of Education grant to assist each state, the District of Columbia, and Puerto Rico in developing guidance, counseling, and placement programs in local schools (Gysbers, 2004). This led to influential manuals by Gysbers and Moore (1974, 1981) that encouraged school counselors to provide a comprehensive school counseling program that would meet the needs of all students. This model was later refined by Gysbers and Henderson (1988) and in subsequent revisions of this influential manual (Gysbers & Henderson, 1994, 2000, 2006). Starting with the Gysbers and Moore’s (1974) manual, Gysbers and his colleagues suggested that school counselors deliver their comprehensive programs using four delivery or intervention strategies: guidance curriculum, individual planning, responsive services, and system support.

The role of school counselors was further delineated by Campbell and Dahl’s (1997) The National Standards for School Counseling Programs, which specified that school counselors should coordinate a program that facilitates academic, career, and personal social development. The evolution of school counseling was further defined in the ASCA National Model (American School Counselor Association [ASCA], 2003, 2005), which reflected a comprehensive program approach to school counseling. Central to the ASCA National Model are the concepts of accountability and using effective interventions. In the ASCA National Model, ASCA (2003, 2005) suggested that school counselors develop guidance programs based on Gysbers’s (2004; Gysbers & Henderson, 1988, 1994, 2000, 2006; Gysbers & Moore, 1974, 1981) four program components: guidance curriculum, individual planning, responsive services, and system support. The guidance curriculum component of a comprehensive school counseling program provides all students with systematic and developmentally appropriate content related to guidance and prevention. The individual planning component involves counselors meeting individually with students about academic and vocational planning. Responsive services are interventions designed to respond to student concerns or problems and often involve individual or group counseling. Also, in the area of responsive services, some school counselors have developed peer counseling or mentoring programs to assist students who are having difficulties or who might be at risk of dropping out. The fourth component of a guidance program is typically labeled system support, which concerns managing, maintaining, and enhancing the school counseling program. Although Gysbers and Henderson’s (1994, 2000, 2006) model has been adopted in many schools and has been endorsed in The ASCA National Model, little systematic research has been conducted regarding the efficacy of the four components (Whiston, 2007).
There have been a few reviews of school counseling outcome research, but these reviews have provided limited research findings regarding whether school counselors have a positive influence on students. Furthermore, these reviews have provided insufficient information regarding the degree to which school counseling interventions are supported empirically. More than 20 years ago, N. S. Wilson (1986) summarized the research related to the effects of counselor interventions with underachieving and low-achieving students and concluded that many school counseling interventions have a positive influence on these students’ grade point averages (GPAs). In another review completed in the 1980s, Gerler (1985) found that elementary school counseling programs can positively influence the affective, behavioral, and interpersonal domains of children’s lives. More recently, Borders and Drury (1992) examined research studies and professional statements from counseling organizations published between 1960 and 1990. They concluded that school counseling interventions have a substantial impact on students’ educational and personal development, but some of their conclusions were based more on professional statements rather than on research. Whiston and Sexton (1998) also summarized the school counseling research and found support for some group approaches; however, they concluded that counselors need to further explore the research related to school counseling.

A major problem with these qualitative reviews of school counseling is that they are not able to indicate the degree to which school counseling interventions influence student outcomes. Therefore, quantitative methodologies, such as meta-analytic reviews, could provide valuable information by quantitatively examining the extent to which school counseling interventions assist students.

The most prevalent approach in meta-analytic educational research is the standardized mean difference procedure. In this approach, the control group mean is subtracted from the treatment group mean, and the difference is divided by the pooled standard deviation (Chambers, 2004). The standardized mean difference approach produces an effect size that indicates the degree to which the treatment group benefited, or did not benefit, as compared to the control group. Four meta-analytic reviews have been conducted related to school counseling, but none of these meta-analyses have reviewed school counseling programs comprehensively. Sprinshall (1981) found that school counseling prevention programs were effective; however, Sprinshall’s meta-analysis included only six studies and was conducted more than 25 years ago. Another meta-analysis of primary prevention strategies in schools was conducted by Baker, Swisher, Nademichek, and Popowicz (1984) and included 40 studies. The effect sizes varied, but a conservative estimate of effect size was .55. Cohen (1988) developed a classification system to evaluate effect sizes in which effect sizes of .20 are low, .50 are moderate, and .80 are considered high. Two other meta-analyses have examined the effects solely of psychotherapy in school settings. In the first meta-analysis (H. T. Prout & DeMartino, 1986) based on 33 studies, these researchers found a moderate effect size (effect size = .58). In the second meta-analysis, S. M. Prout and Prout (1998) found psychotherapeutic interventions to be very effective (effect size = .97), but this analysis was based on only 17 studies. Another limitation concerning school counseling research is that these last two meta-analytic reviews (H. T. Prout & DeMartino, 1986; S. M. Prout & Prout, 1998) were also of interventions conducted by both school counselors and school psychologists.

The current study is designed to address the gap in school counseling research by quantitatively examining studies of school counseling interventions using meta-analytic techniques. As a way to comprehensively analyze the effectiveness of school counseling, both published and unpublished studies were included and two types of meta-analytic techniques were used. The first meta-analysis was conducted using the traditional treatment–control group comparisons. Experimental design studies that use control groups, however, are somewhat difficult in school counseling settings, where even wait-list control groups may result in students not receiving appropriate services at crucial developmental times or in crisis situations. There have been a number of recent meta-analyses that have used pretest–posttest gain scores to examine the effectiveness of interventions (e.g., S. J. Lipsey, Lipsey, & Derzon, 2003; Netz, Wu, Becker, & Tenenbaum, 2005; Petrocelli, 2002). Although some studies have integrated one-group pretest–posttest comparisons and treatment–control effect sizes (e.g., Allumbaugh & Hoyt, 1999; Gansle, 2005), many experts in meta-analytic techniques consider this “mixing apples with oranges” (Hedges, 1994; M. W. Lipsey & Wilson, 2001). In the current study, two separate meta-analyses were conducted, with the first involving the traditional treatment–control comparisons and the second meta-analysis using standardized gain scores based on pretest–posttest comparisons.

This study also expands on previous research by examining moderator variables that may influence effect sizes. M. W. Lipsey (2003) contended that often the more revealing aspects of meta-analyses are the relationships between effect sizes and moderator variables. Typical moderator variables are factors concerning the quality of the research methods, sample characteristics, and types of interventions (M. W. Lipsey, 2003). In terms of research quality, we examined a number of standard indicators, such as random assignment, sample size, and publication form. To examine whether differing approaches were more effective with different types of students, we examined some sample characteristics (e.g., grade level, gender). In examining interventions, we examined delivery strategies as described in the ASCA National Model (i.e., guidance curriculum, individual planning, responsive services, and system support). (For this study, the system support component was defined as programwide evaluations in which researchers designed studies to identify strengths and limitations within a comprehensive school counseling program.) Furthermore, we investigated more specific types...
of treatment modalities within the components of guidance curriculum and responsive services to explore what types of interventions may be most helpful to students at different grade levels (i.e., elementary, middle or junior high, or high school). In conclusion, the intent of this study was to use meta-analytic techniques to examine the research in school counseling with a goal of providing school counselors with information related to evidence-based practices.

Meta-Analysis 1

Method

Selection of studies. The following procedure describes the process used to identify outcome studies of school counseling interventions. First, to identify studies of typical school counseling interventions, we used The National Standards for School Counseling Programs (Campbell & Dahir, 1997) to determine if the interventions fell under the purview of school counselors’ responsibilities. Second, the study had to involve some quantifiable measure of outcome. Third, a study needed to be conducted with either students or their parents in a school setting. For example, interventions conducted with children in a community agency external to a school were excluded from this meta-analytic review. Fourth, to capture typical school counseling interventions, we eliminated studies conducted outside of the United States, because the responsibilities of school counselors often vary depending on the country. Finally, to examine current practices of school counselors, we limited the meta-analysis to studies conducted between 1980 and 2004.

Using the aforementioned selection criteria, we conducted an extensive search of existing research. The initial identification approach involved searching the PsycINFO and ERIC databases using various school-counseling-related terms (e.g., school counseling, guidance, educational counseling, career counseling, and academic planning). A second approach was to use published reviews of school counseling research (e.g., Borders & Drury, 1992; St. Claire, 1989; Whiston & Sexton, 1998). The third step for identifying relevant studies was to examine the references of the articles obtained through other efforts. The fourth step entailed a manual search of journals that have traditionally published articles relating to school counseling (e.g., Professional School Counselor) to find articles that were comparatively recent and not in the databases or cited by other researchers.

A total of 325 studies were identified for possible inclusion in these meta-analyses. Of the 325 studies, 117 studies were used in the experimental–control study, 32 studies in the pretest–posttest comparison, and one study in both, for a total of 150 usable studies out of the 325 identified. Of the 175 studies that were eliminated, the majority of these studies (n = 111) were eliminated because they did not include sufficient information to code effect sizes (e.g., means and standard deviations). Other studies were eliminated because they (a) were conducted outside the United States (n = 20), (b) could not be retrieved or located (n = 20), (c) involved non-school-counseling interventions (n = 14) such as psychotherapy for children with autism, (d) were qualitative or case studies (n = 3), (e) evaluated substance abuse programs with limited school counselor involvement (n = 3), (f) had college or preschool samples (n = 2), or (g) were research reviews (n = 2).

Coding procedures. As recommended by Stock (1994), a coding manual was developed to guide coding. The coding team involved the authors: a professor in counseling and two doctoral students and one master’s student in counseling. Two team members coded each study independently, and any discrepancies in any coding were reexamined until consensus was reached by the entire coding team. This procedure eliminated errors in interrater reliability as the group reached consensus in coding discrepancies. Attention was given to coding of moderator variables to determine if factors such as methodological sophistication or content of the intervention significantly moderated effect sizes. As suggested by M. W. Lipsey and Wilson (2001), moderating variables were divided into three categories: source descriptors, research methods and procedures, and substantive issues (i.e., characteristics of the participants and the intervention).

Source descriptors that were coded for this study were publication form (journal, dissertation or thesis, unpublished) and year of publication. Research methods and procedures for each study were coded as follows: method for recruiting sample (students as regular part of school counseling program; students who received either academic, financial, or other compensation for participating; and students who volunteered to participate), type of assignment (random or not), percentage of attrition, degree of attention to treatment integrity, type of measures, number of outcome measures, measures used, type of measures used, reliability of measures, validation evidence provided on outcome measures, time of follow-up measures, and overall quality of study.

M. W. Lipsey and Wilson’s (2001) third major category of coding moderator variables is substantive issues and included information related to the participants and the independent variable(s). Information coded about the participants were grade level of the students (elementary; middle or junior high; high school; mixture of ages; or other, such as parents), mean age, percentage of males and females, and race/ethnic makeup of the sample. Information about the school counseling interventions were coded according to delivery or intervention strategies (guidance curriculum, individual planning, responsive services, and program evaluation). The definitions used to code the delivery mechanisms came from the ASCA National Model. Furthermore, the four major categories of delivery mechanisms were further delineated: (a) guidance curriculum (classroom instruction, interdisciplinary curriculum, group activities, and parent workshops and instruction), (b) individual planning (individual appraisal, group appraisal, individual advisement, and group advisement), and (c) responsive services (consultation, individual counseling,
small-group counseling, crisis counseling, peer counseling facilitation, and mentoring). A fourth category was added labeled programwide evaluation, which included studies where a comprehensive school counseling program that involved sequential activities were implemented and evaluated across different grades. Intervention-related variables were number of sessions, time spent in session, and duration or length of intervention in terms of days from pretest to posttest. In addition, the team recorded the provider(s) of the intervention (experienced school counselor; counselor-in-training; teacher; peer counselor; student working independently; other, such as school psychologist; combination of providers; or unreported).

Coding of outcome assessment was derived from noteworthy contributions in assessing outcome in psychotherapy research (i.e., Ogles, Lambert, & Fields, 2002; Ogles, Lambert, & Masters, 1996). The authors of the current study used Ogles and his colleagues’ scheme for selecting outcome measures in which they suggested the content domains of cognitive, behavioral, and affective. We also added another content domain (i.e., effective role functioning), which was adapted from the career counseling outcome research (Whiston, 2002). As compared to changes in cognition, behavior, or affect, effective role functioning concerns the student’s overall abilities to function in terms of academic, career, or personal or social development. After the four outcome assessment domains were defined, the authors then identified subcategories within each outcome assessment domain that was pertinent to school counseling (see Table 1). For instance, in the cognitive outcome area, the subcategories were GPA, achievement testing, and assessments of knowledge. It is interesting that the only assessment of knowledge concerned career knowledge. In terms of assessment of behavior, the subcategories were attendance, physical altercations, disciplinary referrals, peer counseling skills, problem solving, behavioral rating scales, and assessment of social skills. The affect outcome measures were self-esteem, personal or social development, anxiety, and depression. Within the effective role functioning domain, the subcategories were career development/decision-making scales and perceptions of academic functioning measures. When outcome measures were related to the domains of cognitive, behavioral, affective, or effective role functioning but did not meet the definitions of one of the subcategories, the outcome measures were coded as other within the outcome domain. The coding manual also included a fifth domain of other when the outcome measure could not be classified as cognitive, behavioral, affective, or effective role functioning. For precise definitions of any variables, please contact the first author for a copy of the coding manual.

Analyses. The statistical analyses were conducted with the guidelines provided by M. W. Lipsey and Wilson (2001), who contended that pretest–posttest effect sizes and treatment–control comparisons should not be combined. In the first meta-analysis, each effect size was calculated by subtracting the mean of the control group from the mean of the experimental group and dividing this difference by the pooled standard deviation. When means and standard deviations were not available, the methods described by M. W. Lipsey and Wilson (2001) were used to estimate standardized mean difference effect sizes from statistics (e.g., t tests). Second, in a procedure recommended by Hedges and Olkin (1985), each effect size was then corrected for small sample size bias. In addition, effect sizes were further corrected by weighting effect size by its inverse variance, therefore producing the commonly recommended effect size of $d$ (the pooled mean effect size estimate). Thus, this method for calculating average effect sizes weights each effect size by the size of the sample size (i.e., larger samples are better) and by variation in effect sizes (i.e., more consistency in effect sizes are better than having very high and low effect sizes in calculating the average effect size).

M. W. Lipsey and Wilson (2001) and Rosenthal (1991) argued that effect sizes within a distribution need to be statistically independent and suggested using only one effect size for each construct examined. One method for ensuring independence in outcome measures is to not use data from the same measure more than one time. For example, some studies will assess outcome at the end of treatment and then again later in a follow-up analysis to determine the long-term effect of the intervention. As a way to not use dependent measures, effect

<table>
<thead>
<tr>
<th>Variable</th>
<th>$k$</th>
<th>$d_*$</th>
<th>99% CI</th>
<th>$Q_w$</th>
<th>$Q_b$</th>
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<td>[.50, .83]</td>
<td>252.52*</td>
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<tr>
<td>Other</td>
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<td>[.60, .98]</td>
<td>216.62*</td>
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<tr>
<td>Behavioral</td>
<td></td>
<td></td>
<td></td>
<td>480.53*</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
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<td>[.17, .42]</td>
<td>28.17</td>
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<tr>
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<td>0.27</td>
<td>[.02, .53]</td>
<td>54.34*</td>
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<td>Discipline</td>
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<td>0.83</td>
<td>[.61, 1.06]</td>
<td>52.95*</td>
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<td>Peer counseling skills</td>
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<td>Problem solving</td>
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<td>[.86, 1.06]</td>
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<tr>
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<td></td>
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<tr>
<td>Career development/decision making</td>
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<td>[.11, .29]</td>
<td>53.32*</td>
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<td>Perceptions of academic functioning</td>
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<td>[−.35, .00]</td>
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</tr>
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<td>35</td>
<td>0.12</td>
<td>[.01, .24]</td>
<td>89.88*</td>
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</tr>
</tbody>
</table>

Note. $k$ = number of comparisons; $d_*$ = pooled mean effect size; CI = confidence interval; $Q_w$ = homogeneity of effect sizes for within-group differences; $Q_b$ = homogeneity of effect sizes for between-groups differences. *Academic achievement.

*p < .01.
sizes in this meta-analysis were calculated using a more conservative measure. Because effect sizes tend to decrease when there is more time between the end of the intervention and the time of the outcome assessment, we used the last follow-up analysis conducted for each study. This method was chosen to enhance our understanding of the long-term effectiveness of school counseling interventions. Another dependency problem concerned studies in which researchers reported the results of multiple outcome measures. This issue was addressed by averaging the effect sizes to produce one effect size per study.

After the calculation of mean weighted effect sizes for each outcome construct, 99% confidence intervals (CIs) were computed to determine the significance of each mean effect size. Although 95% CIs are more common, 99% CIs were selected because of the possibility of Type I error as a result of the substantial number of effect size calculations in this study. If the range of effect sizes produced as a result of the 99% CIs does not include zero, then the weighted mean effect size is significantly different from zero ($p < .01$). Next, a homogeneity analysis was conducted to determine whether each effect size represented a common population mean (Hedges & Olkin, 1985). Tests of homogeneity of effect size ($Q_T$) are performed to determine if the total variance in the effect sizes is greater than what would be expected from sampling error. If a $Q_T$ is significant, the next step is to determine if moderators explain the variance in terms of whether it is larger than what is expected from sampling error. For example, if the test of homogeneity of effect size is significant for all types of school counseling interventions, then researchers would examine whether moderators, such as type of intervention, explain the large amount of variance found in the average effect sizes ($d_r$) for all types of school counseling interventions.

To understand the variability found in an average effect size, Hedges and Olkin (1985) recommended two types of analyses. These data analysis methods are similar to analysis of variance and regression analysis. If the moderators of the $d_r$ are categories or groups, then a process similar to analysis of variance is used. For example, if the text of homogeneity for effect sizes is significant for all school counseling interventions, a researcher may want to examine if different types of interventions (e.g., guidance curriculum, individual planning, or responsive services) explain this variability. This examination of whether intervention type differences explain the variability is accomplished by calculating $Q_{H1}$ and $Q_{W}$ (Hedges & Olkin, 1985). A significant $Q_{H1}$ indicates there are significant between-groups differences that explain the variance (e.g., significant differences among guidance curriculum, individual planning, and responsive services interventions explain the variance in total effect sizes). The interpretation of a significant $Q_{H1}$ must also involve the examination of the $Q_{W}$ statistic (the overall within-class fit statistic). A nonsignificant $Q_{W}$ indicates there is no significant variation among the effect sizes other than sampling error. On the other hand, a significant $Q_{W}$ suggests that the effect sizes for the moderator variable are still more heterogeneous than expected from sampling error and further moderator analysis is appropriate. As an example of the types of interventions used, if the $Q_{W}$ was significant and the $Q_{W}$s for guidance curriculum, individual planning, and responsive services interventions were not significant, then no further analyses would be necessary. If, however, the $Q_{W}$ for guidance curriculum was significant, then the researcher should further explore additional moderators of the guidance curriculum effect sizes because there is substantial variation among these effect sizes for guidance curriculum interventions. It should also be noted that when there is a significant between-groups difference (i.e., $Q_{H1}$), CIs should be examined. When the CIs do not overlap, then the individual can conclude that average effect sizes are significantly different.

In terms of continuous variables, modified weighted least squares regressions were performed as suggested by M. W. Lipsey and Wilson (2001). The effect sizes in the regression analyses were each weighted by its inverse variance. In these analyses, two indices of the overall fit of the weighted regression model are calculated that are denoted as $Q_{W}$ and $Q_{R}$. A significant $Q_{R}$ reflects that at least one regression coefficient differs significantly from zero, whereas a significant $Q_{W}$ suggests that subject-level sampling error remains across the effect sizes.

## Results

**Overall effects of school counseling.** This meta-analysis included results from 118 studies that involved 153 school interventions; however, two of the studies involved the same sample so these results were considered one study. Hence, of the 117 studies, 81 (69.2%) were published in journals and 36 (30.8%) were theses or dissertations. The studies included in this meta-analysis involved 16,296 participants, and the samples ranged from 8 to 5,618, with the average study involving 139.28 participants. In terms of grade level, 59 (50.4%) studies involved elementary school students, 21 (17.9%) studies involved middle or junior high school students, and 29 (24.8%) involved high school students; seven (6%) studies had a mixture of ages, and one study did not report the age of the student participants.

Using Hedges and Olkin’s (1985) procedure, we found that an overall weighted effect size that compared students who received a school counseling intervention with those who did not was $d = .30$, whereas the unweighted effect size was .46. The weighted effect size of .30 was significant (99% CI [.25, .34]). When we considered outliers, three studies had effect sizes that were three standard deviations above the mean. However, the removal of these outliers reduced the mean weighted effect size only to .27, which was still significant. This change in overall weighted effect size did not seem sufficient to exclude those studies from further analyses. The fail-safe $N$ (i.e., the number of unidentified studies with an effect size of 0 needed to influence the effect size) was calculated using Orwin’s (1983) formula. These results indicated that 3,393 more studies with an effect size of 0 would need to be found to lower the average weighted effect size of .30 to close to 0 (i.e., .01).
Moderator analyses. In examining the homogeneity of the overall effect size \( d = .30 \), we found that the results, \( Q_x(152) = 675.46, p < .01 \), were significant and indicated moderator analyses were warranted. When a significant overall test of homogeneity exists and moderator variables are continuous (e.g., number of guidance sessions), then regression is typically used to analyze whether these continuous moderator variables are related to effect sizes. Using the inverse variance as the weighting on the dependent variable of effect sizes, we entered five variables (i.e., random assignment, percentage of outcome measures with reliability, overall methodological rating, number of sessions, and number of hours). The overall fit of the regression model, \( Q_x(5) = 0.60, p > .01 \), indicated these variables were not significant. The nonsignificance of the predictor variables was also supported by the finding, \( Q_x(95) = 5.61, p > .01 \), which reflected that the unexplained variability was no greater than would be expected by chance.

When one analyzes moderator variables, it is important to examine the influence of research methodologies on effect sizes. There was no significant difference, \( Q_x(1) = 2.48, p = .12 \), between published \( d = .31 \) and unpublished \( d = .24 \) studies. Concerning random assignment, \( d = .37 \) was found for studies that had been conducted with sample groups that were randomly assigned compared with \( d = .74 \) for studies that did not use random assignment. However, neither of these effect sizes was significant, which indicated there was considerable variation among these effect sizes and the average effect sizes were not significantly different from 0. Furthermore, the CIs overlapped, indicating no significant differences between the effect sizes related to random versus nonrandom assignment. There has been some speculation that more recent studies are of higher method quality as compared to older studies because research standards have become more rigorous in recent years. We, however, did not find a significant difference, \( Q_x(1) = 2.54, p = .11 \), between studies published after 1990 \( d = .17 \) compared with those published between 1980 and 1989 \( d = .22 \). In addition, the coding team assigned an overall research methodology rating from 1 to 5 related to the quality of the study. Studies rated as having better overall quality (rated 3 to 5) generated a significantly higher effect size \( d = .44 \) than did those that were evaluated as having lower quality \( d = .20 \).

In examining school counseling interventions, we found that there was a significant difference, \( Q_y(4) = 21.90, p < .01 \), among the delivery strategies or intervention approaches (see Table 2), with guidance curriculum \( d = .35 \) and responsive services \( d = .35 \) interventions producing the largest effect sizes. Individual planning interventions resulted in a slightly smaller effect size of \( d = .26 \). The smallest effect sizes were found in the domains of programwide evaluation \( d = .19 \) and interventions coded as other \( d = .05 \). Regarding the CIs, the only delivery strategies in which the CIs did not overlap was between guidance curriculum and programwide evaluation. It should be noted, however, that there was significant \( p < .01 \) residual pooled within-group variance \( Q_u \) for guidance curriculum, individual planning, responsive services, and programwide evaluation, which indicated that additional exploration of moderator variables was warranted because of the degree of within-group variance in these effect sizes.

Another significant between-groups difference was found related to the grade level in which the interventions were provided, \( Q_x(7) = 50.97, p < .01 \), with the effect sizes ranging from .26 to .65. Caution is warranted in examining the \( d = .65 \) for interventions with others (e.g., parents), because this value is based on only two studies. As Table 2 shows, larger effect sizes were associated with middle school and high school (.42 and .34, respectively) compared with elementary school (.26); however, these effect sizes were not significantly different.

The provider of the interventions appeared to significantly influence effect size, \( Q_x(7) = 50.97, p < .01 \), with larger effect sizes for other providers (.62) and teachers (.57). More moderate effect sizes were found for a combination of providers (.44), counselors-in-training (.34), experienced counselors (.26), and peer counselors (.25). The smallest effect sizes were from unreported providers (.18) and independent interventions (i.e., counselor free; .15). In terms of significant differences, teachers were significantly better than experienced counselors, independent interventions, and unreported providers in providing interventions.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Delivery or intervention strategy</th>
<th>( k )</th>
<th>( d )</th>
<th>99% CI</th>
<th>( Q_u )</th>
<th>( Q_x )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance curriculum</td>
<td>57</td>
<td>.35</td>
<td>[0.28, 0.43]</td>
<td>409.23*</td>
<td>21.90*</td>
<td></td>
</tr>
<tr>
<td>Individual planning</td>
<td>9</td>
<td>.26</td>
<td>[0.08, 0.44]</td>
<td>24.09*</td>
<td>21.90*</td>
<td></td>
</tr>
<tr>
<td>Responsive services</td>
<td>74</td>
<td>.35</td>
<td>[0.27, 0.43]</td>
<td>187.81*</td>
<td>21.90*</td>
<td></td>
</tr>
<tr>
<td>Programwide evaluation</td>
<td>10</td>
<td>.19</td>
<td>[0.12, 0.27]</td>
<td>30.66*</td>
<td>21.90*</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>.05</td>
<td>[0.00, 0.49]</td>
<td>0.41</td>
<td>21.90*</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** \( k \) = number of comparisons; \( d \) = pooled mean effect size; CI = confidence interval; \( Q_u \) = homogeneity of effect sizes for between-groups differences; \( Q_x \) = homogeneity of effect sizes for within-group differences. *Counselor free. \( *p < .01 \).
As Table 2 indicates, further moderator analyses should be conducted within the domains of guidance curriculum, $Q_d(56) = 409.23, p < .01$, and responsive services, $Q_d(73) = 187.81, p < .01$. Although there was also significant residual pooled within-group variance for the domains of individual planning and programwide evaluations, these domains had a low number of effect sizes (i.e., 9 and 10, respectively) and further moderator analyses seemed ill-advised.

In terms of subcategories of interventions within guidance curriculum (see Table 3), there were significant between-groups differences. Parent workshop/instruction had a particularly large effect size ($d = .94$), although this average effect size was based on a small number of comparisons (i.e., $k = 5$). Other significant effect sizes were found for group activities ($d = .41$) and a somewhat smaller average effect size for classroom instruction ($d = .31$). Regarding responsive services, although the effect sizes appeared to vary substantially (.01 to .40), these differing effect sizes for responsive services approaches (i.e., individual counseling, small-group counseling, peer facilitation, mentoring, and other interventions) were not significant differences, $Q_d(4) = 9.05, p > .01$.

**Outcome analyses.** The previously discussed analyses were conducted with combined outcome measures, and Table 4 lists analyses conducted related to different methods of measuring outcome. Concerning the standardization of measures, the $Q_d(3) = 309.83, p < .01$, indicated there was a significant difference between standardized and nonstandardized measures, with standardized measures having an effect size of $d = .50$ versus the effect size for nonstandardized of $d = .19$. For 102 comparisons, we could not determine if the outcome assessment was standardized or not, and these measures produced an average effect size of $d = .36$. As shown in Table 4, there was significant ($p < .01$) residual pooled within-group variance ($Q_w$) for all three types of outcome measures.

**TABLE 3**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>$k$</th>
<th>$d$</th>
<th>99% CI</th>
<th>$Q_w$</th>
<th>$Q_a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom instruction</td>
<td>25</td>
<td>.31</td>
<td>[.23, .39]</td>
<td>297.72*</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary curriculum</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group activities</td>
<td>21</td>
<td>.41</td>
<td>[.26, .57]</td>
<td>86.44*</td>
<td></td>
</tr>
<tr>
<td>Parent workshop/instruction</td>
<td>5</td>
<td>.94</td>
<td>[.51, 1.38]</td>
<td>5.68</td>
<td></td>
</tr>
<tr>
<td>Responsive services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual counseling</td>
<td>6</td>
<td>.07</td>
<td>[−.34, .47]</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Small-group counseling</td>
<td>47</td>
<td>.36</td>
<td>[.25, .47]</td>
<td>111.02</td>
<td></td>
</tr>
<tr>
<td>Peer facilitation</td>
<td>14</td>
<td>.40</td>
<td>[.27, .52]</td>
<td>53.82</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>4</td>
<td>.34</td>
<td>[.04, .64]</td>
<td>11.44</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>.01</td>
<td>[−.38, .41]</td>
<td>0.34</td>
<td></td>
</tr>
</tbody>
</table>

Note. Dashes indicate data were unobtainable. $k$ = number of comparisons; $d = \bar{d}$ = pooled mean effect size; CI = confidence interval; $Q_w = \text{homogeneity of effect sizes for within-group differences}; Q_a = \text{homogeneity of effect sizes for between-groups differences}.^*$p < .01.

As Table 4 also indicates, school counseling interventions tended to have differing effects depending on the type of outcome, $Q_d(4) = 192.55, p < .01$. The largest effect sizes were for the other category ($d = .42$) and behavioral outcomes ($d = .41$). The effect size for behavioral outcomes was significantly larger than the effect sizes for affective ($d = .23$), cognitive ($d = .19$), and effective role functioning ($d = .12$) outcomes. Once again, all of the types of outcome measures had significant ($p < .01$) residual pooled within-group variance ($Q_w$), suggesting further analysis.

Because there is some concern that self-report measures may inflate effect sizes, we also examined differences in outcome based on perspective and found significant differences, $Q_d(4) = 91.39, p < .01$. It is interesting that outcomes measured by others (e.g., outside observer) had a larger effect size ($d = .49$) than did student self-reports ($d = .32$) and measures completed by teachers ($d = .28$). Although a somewhat lower average effect size was found for parent measures ($d = .24$), it was not significantly different from the category labeled other. Archival or institutional measures such as GPA had the lowest average effect size ($d = .18$), which was significantly lower than effect sizes for outcomes gathered from students, teachers, and others. The residual pooled within-group variances ($Q_w$) were significant ($p < .01$) for the five outcome perspectives.

Because the outcome categories of cognitive, behavioral, affective, and effective role functioning all had significant within-group variances (see Table 4), moderator analyses were conducted on categories within each of these outcome categories, and the results are presented in Table 1. In terms of cognitive outcome assessments, school counseling interventions contribute to GPA ($d = .15$) and academic achievement...
In small but significant ways. The effect sizes for career knowledge and other types of cognitive assessments, however, were significantly larger, with effect sizes of .67 and .79, respectively.

Concerning outcome measures that assessed different types of behaviors (see Table 1), school counseling interventions seem to be quite effective in decreasing discipline problems ($d_1 = .83$) and increasing students’ problem-solving abilities ($d_1 = .96$). It also appears that programs designed to teach students peer counseling skills are quite effective in teaching students the skills to possibly help others ($d_1 = 1.14$). These three effect sizes were significantly larger than those of the other behavioral outcomes, which ranged from .24 to .33. The two largest average effect sizes in this moderate group were measures of social skills ($d_1 = .33$) and attendance ($d_1 = .30$).

It is interesting that the categories of outcome measures in the affective domain were not significantly different from one another, $Q_{w}(4) = 12.74, p > .01$. This is not surprising given the large CIs found for many of the affective outcome measures. It is also noteworthy that 22% (172 out of 785) of the total outcome assessments involved measures of self-esteem, and this average effect size was significant but comparatively small ($d_1 = .19$).

The effective role functioning category has been used in meta-analytic studies of career interventions and was adapted for this study to include both perception of role functioning in the career area (e.g., the degree to which students had career maturity or had decided on a career) and perceptions of the abilities to function in the role of being a student. The average effect size generated from career maturity and decision-making outcome assessments was .20. It is interesting that the effect size for perceptions of academic functioning was negative ($d_1 = -.17$); however, this average effect size was heavily weighted by one study that used a nonstandardized measure of perceptions of academic functioning.

**Grade level and intervention domains.** Because further moderator analyses were indicated for all three grade levels (i.e., elementary, middle or junior high, and high school) and the delivery modes, we conducted an examination of differences in delivery or intervention strategies based on grade level. In terms of delivery strategies (see Table 2), only guidance curriculum ($k = 57$) and responsive services ($k = 74$) had a sufficient number of effect sizes to warrant further moderator analyses because individual planning had only nine comparisons and programwide evaluation had 10 comparisons. Table 5 contains the effect sizes for guidance curriculum interventions and responsive services for each grade level (i.e., elementary, middle or junior high, and high school). There were no significant differences between the effect sizes of guidance curriculum activities and responsive services interventions at the elementary, middle or junior high, or high school levels. The difference between guidance curriculum and responsive services at the middle or junior high school level was significant at the .05 level but not at the .01 level. The lack of significant difference at the .01 level may have been influenced by the small number of comparisons (i.e., $k = 10$) at the middle or junior high school level (see Table 5).

To summarize the statistically significant results from Meta-Analysis 1, those studies rated as having better overall quality (rated 3 to 5) generated a significantly higher effect size ($d_1 = .44$) than did those that were evaluated as having lower quality ($d_1 = .20$). In line with this finding, we found a significant difference in outcome when we used standardized measures ($d_1 = .50$) compared with nonstandardized measures ($d_1 = .19$) of outcome.

In terms of general strategies for delivering school counseling interventions, we found that only guidance curriculum strategies had statistically significant larger effect sizes than programwide evaluation. Our results reflected that teachers were significantly better than experienced counselors, independent interventions, and unreported providers in providing interventions. Behavioral outcomes were significantly larger than affective, cognitive, and effective role functioning measures of effect. Regarding behavioral outcomes, school counseling interventions seem to be quite effective in decreasing discipline problems ($d_1 = .83$) and increasing students’ problem-solving abilities ($d_1 = .96$). It also appears that programs designed to teach students peer counseling skills are quite effective in teaching students the skills to possibly help others ($d_1 = 1.14$). School counseling interventions tend to influence GPA ($d_1 = .15$) and academic achievement ($d_1 = .16$) in small but significant ways. When we used various measures of affect to evaluate school counseling interventions, there were no significant differences among the measures of feelings or emotions. An examination of the interaction between delivery strategy and level in school resulted in no significant differences between the effect sizes of guidance curriculum activities and responsive services interventions at the elementary, middle or junior high, or high school levels.

**TABLE 5**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$k$</th>
<th>$d_1$</th>
<th>99% CI</th>
<th>$Q_w$</th>
<th>$Q_a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance curriculum</td>
<td>23</td>
<td>.31</td>
<td>[.22, .41]</td>
<td>252.62</td>
<td>2.24</td>
</tr>
<tr>
<td>Responsive services</td>
<td>41</td>
<td>.40</td>
<td>[.28, .51]</td>
<td>110.25</td>
<td></td>
</tr>
<tr>
<td>Middle/junior high</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.96</td>
</tr>
<tr>
<td>Guidance curriculum</td>
<td>15</td>
<td>.46</td>
<td>[.22, .55]</td>
<td>117.18</td>
<td></td>
</tr>
<tr>
<td>Responsive services</td>
<td>10</td>
<td>.22</td>
<td>[.05, .48]</td>
<td>7.54</td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.19</td>
</tr>
<tr>
<td>Guidance curriculum</td>
<td>15</td>
<td>.39</td>
<td>[.22, .55]</td>
<td>24.29</td>
<td></td>
</tr>
<tr>
<td>Responsive services</td>
<td>20</td>
<td>.35</td>
<td>[.22, .48]</td>
<td>68.68</td>
<td></td>
</tr>
</tbody>
</table>

*Note. $k$ = number of comparisons; $d_1 =$ pooled mean effect size; CI = confidence interval; $Q_w =$ homogeneity of effect sizes for within-group differences; $Q_a =$ homogeneity of effect sizes for between-groups differences. *$p < .01.$
Meta-Analysis 2

M. W. Lipsey and Wilson (2001) argued that mean gain effect sizes and treatment–control comparisons have different forms and meanings, and, thus, the different findings should be separated and analyzed differently. This second study synthesized research studies of school counseling interventions in which pretest–posttest measures of outcome were used.

Method

Selection of studies and coding. The selection of studies was the same process as described in Meta-Analysis 1, except studies that used a pretest–posttest methodology were retained for coding. Of the original 325 studies identified that might address school counseling interventions, a total of 33 studies contained sufficient data to be coded for the pretest–posttest analyses. Of these 33 studies, only one contained a mixed design that involved a mean gain score and a treatment–control design that was included in the first meta-analysis previously discussed. Two of the four coders separately coded each study. Any inconsistencies were then explored and rectified by the entire coding group of four.

Analyses. Dunlap, Cortina, Vaslow, and Burke (1996) argued that computing effect sizes with repeated measures designs without considering the correlation between the pretest and posttest measures would result in an overestimated effect size. In accordance with Becker (1988) and using the same procedures as S. J. Wilson, Lipsey, and Derzon (2003), we weighted each standardized mean change effect size by the inverse of its sampling error variance, while incorporating an estimate of the correlation between the pretest and posttest using the following formula:

\[
\text{var}(d_{ij}) = \frac{2(1 - r_{ij})}{n_{ij}} + \frac{(d_{ij})^2}{2n_{ij}}
\]

In the formula for weighting the pretest–posttest effect sizes, the computation of these weights requires the correlation between the pretest and posttest scores as represented in the formula as \(r_{ij}\). Because reliability coefficients are often calculated using a test–retest approach, we used the smallest reliability coefficient (.65) to calculate a conservative estimate of weighted average effect size when using pretest–posttest data.

Results

In combining the results from 33 studies that involved a pretest–posttest design, we decided to eliminate two effect sizes from one study in which the effect sizes seem to be extreme outliers (i.e., 2.51 and 5.31). Hence, results from 31 studies that involved 51 school counseling interventions were used in this meta-analysis. The effect sizes calculated from these 31 studies involved a total of 2,015 students, with the average study involving 62.97 students (SD = 59.18) and the sample sizes ranging from 9 to 283. In terms of sources, 17 (54.8%) were published in journals, 13 (41.9%) were theses or dissertations, and one study was an ERIC document. Of the 31 studies, nine (29%) involved elementary school students, four (12.9%) studies were conducted with middle or junior high school students, 17 (54.8%) involved high school students, and one (3.2%) study had a mixture of grade levels and age groups.

The average unweighted effect size for the pretest–posttest was .44. However, the weighted effect size using an indicator of relationship between the pretest and posttest was .07, and 99% CIs [−.10, .24], which indicated the average weighted effect size was not significant. In addition, the test of homogeneity, \(Q(50) = 3.43, p > .05\), was not significant; thus, moderator analyses were not warranted.

Discussion

Concerning the results of Meta-Analysis 1, the treatment–control meta-analysis, all effect sizes were calculated using Hedges and Olkin’s (1985) weighting \((d_j)\); thus, any discussion of effect sizes should be considered within this context. The overall comparison of school counseling interventions to no interventions produced an average effect size of .30. This weighted effect size was significant, but it would be considered small to moderate using Cohen’s (1988) classification system. Even though the average effect size would be classified in the small to moderate range, it does indicate that students who receive school counseling interventions score almost a third of a standard deviation higher on various outcomes than do students who do not receive school counseling interventions. The effect size of \(d = .30\) is consistent with the mean effect size \((d = .34)\) of primary prevention mental health programs for children and adolescents found by Durlak and Wells (1997). In studies that used a pretest–posttest comparison, however, the corrected effect size was quite small \((d = .07)\) and was not significant. Although some previous research has found that meta-analyses using pretest–posttest designs typically produce larger mean effect sizes than do the more traditional treatment–control group comparisons (M. W. Lipsey & Wilson, 1993), it was not the case in this study. Our conservative methods for controlling for an overinflation of pretest–posttest comparisons probably contributed to the nonsignificant mean effect size in Meta-Analysis 2. Additional analyses of pretest–posttest outcomes in school counseling with a focus on specific interventions may provide additional information regarding the effectiveness of specific strategies in school counseling.

One of the common criticisms of meta-analytic approaches is that studies with weak methodological rigor may artificially inflate average effect sizes (M. W. Lipsey, 2003). M. W. Lipsey (2003) also argued that methodological moderator variables that often are assumed to be independent are not necessarily independent and carefully conducted meta-analytic reviews should explore methodological relationship patterns. We found in this meta-analysis that studies deemed to have greater methodological rigor had larger average effect sizes than did those considered to have weak methodological procedures. This finding provides support for the findings in this study.
and the general conclusion that our effect sizes are not overly inflated on the basis of less rigorous studies.

The overall average weighted effect size for all school counseling interventions was .30. The effect size of .30 was based on 117 experimental studies that involved 153 interventions, which is a substantial increase from the six studies used by Sprinthall (1981). Using the fail-safe N procedure, which estimates the number of unpublished studies that would be hidden in some researcher’s “file drawer” and difficult to find, we found that an additional 3,429 unidentified studies would need to be located to reduce the average weighted effect size to .01. Therefore, it is a low probability that so many unpublished studies are sitting in various file drawers and were not identified. The file drawer problem is further decreased in this study as we actively sought to identify unpublished studies and more than 30% of the studies in the meta-analysis (for Meta-Analysis 1) were unpublished.

Although more of the studies were conducted with elementary school students, school counseling interventions included in this meta-analysis appeared to be slightly more effective with middle or junior high school students, followed by high school students. The difference among the different grade levels, however, was not significant on the basis of the 99% CIs. It should also be noted that school counseling interventions at all levels (i.e., elementary, middle or junior high school, and high school) had mean effect sizes that were significantly different from zero, thus reflecting school counseling interventions have a significant effect across all levels of K–12 education.

Currently, within the field of school counseling, there is some debate concerning the role and functions of school counselors (Whiston, 2002). The ASCA National Model suggests that school counselors coordinate the delivery of the school counseling program using guidance curriculum, individual planning, responsive services, and system support activities. The effectiveness of guidance curriculum and responsive services were consistent, with both components having an average effect size of .35. Hence, these findings seem to support the effectiveness of a balanced approach to school counseling that provides a guidance curriculum to all students and responsive services that respond to students’ problems and issues. Even though the effect sizes of .35 for both guidance curriculum and responsive services were significant, these effect sizes reflect that some curricula and helping approaches are falling short and are in need of improvement. Therefore, school counselors may need to be more selective in their approaches to the school counseling programs and invest in guidance curricula and responsive services that are more effective.

There were, however, relatively few studies involving individual planning, and those nine comparisons produced a similar effect size ($d_1 = .26$) to guidance curriculum and responsive services. It is surprising that so few studies were conducted related to individual planning activities because many school counselors at the secondary level spend significant time working with students related to course selection, graduation requirements, and scheduling.

The results presented in Table 3 provide counselors some guidance in selecting more empirically supported interventions. Consistent with other research results (e.g., Gerrity & DeLucia-Waack, 2007), our findings indicated that small-group interventions were comparatively effective within the domains of both guidance curriculum and responsive services. Hence, school counselors might maximize their limited time and resources by using group counseling techniques to address guidance topics and also to assist students with emotional or personal problems. The effect size results concerning specific interventions indicate that parent workshops are very effective, with an effect size of .94; however, this result is based on only five comparisons, and more research is needed before conclusions can be reached about the effectiveness of parent workshops. Another intervention in which conclusions should not be drawn concerns the low effect size for individual counseling within the responsive services domain. However, this effect size came from only three studies, and the interventions, in our opinion, were not representative of individual counseling. This small effect size is also inconsistent with other meta-analyses of psychotherapy in the schools (H. T. Prout & DeMartino, 1986; S. M. Prout & Prout, 1998) or other meta-analyses of counseling with children and adolescents (Weisz, Weiss, Aicke, & Klotz, 1987; Weisz, Weiss, Han, Granger, & Morton, 1995). We also suggest that caution is warranted regarding the findings concerning peer facilitation and mentoring programs. Although peer facilitation programs produced a significant average effect size, many of the outcome measures used in the studies were knowledge of peer helping skills compared with measures such as decreases in altercations and disciplinary problems. School mentoring programs where students are matched with an adult in the community or a teacher are becoming increasingly popular (MENTOR, 2006). These programs, however, seem to be based on little research as the effect size in this meta-analysis was based on only four comparisons. Furthermore, the CIs for mentoring programs were particularly large, indicating a wide variation in effect.

The results of this study also indicate that school counseling interventions have positive effects on cognitive, behavioral, and affective outcome measures, with improvement in the behavioral realm being particularly significant. The results indicate that school counseling interventions tend to be particularly efficacious in increasing students’ problem-solving behaviors and reducing disciplinary referrals. Abilities to effectively solve problems have been positively linked to a broad range of both psychological and physical variables (Heppner, Witty, & Dixon, 2004), and problem-solving skills seem to be skills that would assist students throughout their lives. The results of this study indicate school counselors can be very effective in helping students be effective problem solvers ($d_1 = .96$), and, in our view, facilitating effective problem solving should be a goal of all school counseling programs. The results of this meta-analysis also suggest that
school counseling interventions reduce discipline problems in a significant manner. This effect on discipline was quite large ($d = .83$) but should be interpreted somewhat cautiously because it is based on only nine comparisons. Nevertheless, reducing disciplinary referrals not only benefits the students having disciplinary problems but also decreases disruptions in the classrooms and administrative time spent addressing these disciplinary issues. In addition, Gottfredson (1987) found that misbehaving youth compared with other students exhibited less academic competence, had low educational aspirations, and tended to dislike school. Furthermore, it seems interventions conducted by school counselors tend to facilitate student attendance, increase students’ social skills, and decrease the likelihood of students becoming involved in fights. We suggest that these findings support school counselors’ role in education and their professional goals of facilitating students’ personal or social and academic development.

The results of this meta-analysis are also consistent with other findings (e.g., Kahne, 1996) that interventions designed to increase self-esteem do not appear to be particularly effective at accomplishing that goal because the average effect size for school counseling interventions using measures of self-esteem was only .19. Self-esteem measures accounted for 22% of the outcomes in this meta-analysis, and we suggest that, in the future, school counseling researchers use self-esteem measures less and use other pertinent outcomes.

As a result of various factors, such as legislation like the No Child Left Behind Act of 2001, there has been increasing interest in examining the connection between school counseling interventions and student achievement (Dahir, 2004; Paisley & Hayes, 2003). The results of this meta-analysis indicated that school counseling interventions have a small but significant influence on GPA ($d = .15$) and achievement tests ($d = .16$). Although the effect sizes for academic achievement are somewhat low, it is probably unrealistic to think that school counselors can have a substantial and direct impact on individual students’ achievement given the magnitude of the student-to-counselor ratio. According to the National Center for Educational Statistics (Young, 2004), the national average student-to-school-counselor ratio is 479:1, and other research has found a connection between student-to-school-counselor ratios and academic achievement (see Whiston & Wachter, 2008).

Gysbers and Henderson (2006) provided recommendations for counselors in allocating their time to the different delivery strategies based on grade level. Gysbers and Henderson (2006) suggested elementary school counselors devote 35% to 45%, middle school counselors 25% to 35%, and high school counselors 15% to 25% of their time to guidance curriculum activities. Regarding responsive services, Gysbers and Henderson (2006) recommended that both elementary and middle school counselors devote 30% to 40%, whereas high school counselors should devote 25% to 35% of their time to responding to students’ problems. The results of this study, however, indicate that the effectiveness of guidance curriculum and responsive services interventions are not significantly different at all three grade levels. Nonetheless, there are some interesting trends regarding guidance curriculum activities producing slightly, but not significantly, larger effect sizes than responsive service interventions do at the middle and high school levels. Concerning responsive services with students of middle or junior high school age, there were surprisingly few studies. The lack of research related to responsive services with students in middle or junior high school was perplexing, given that this is a developmental period that is frequently considered a time when students will experience personal and social difficulties. Nevertheless, the results of this study suggest that middle and high school counselors may want to consider how they can creatively incorporate guidance curriculum activities in their comprehensive school counseling programs.

**Limitations**

Although this meta-analysis is more comprehensive as compared to its predecessors, it still has limitations. As is true of all research review studies that use meta-analytic techniques, the validity of the effect sizes largely depends on the quality of studies that were included in the review. In order to address issues related to quality of research methodology, we incorporated a number of techniques in the coding and data analysis procedures. For instance, effect sizes were weighted to account for the variability in sample sizes and the inverse variability in effect sizes. There were, however, some major limitations in school counseling research that could not be addressed statistically. One of the major limitations is the dearth of studies that addressed issues of treatment integrity. Only a handful of studies used treatment manuals or well-developed guidance curricula. Therefore, it is difficult to determine what is effective because it is difficult to ascertain what intervention was precisely implemented with students. Furthermore, many of the studies did not contain sufficient information about the treatment that would allow for replication of the study.

Another limitation concerns the elimination of 111 studies because of insufficient data or missing information. This limitation is a disturbing indicator of the state of research in school counseling, because top tier research journals typically require authors to provide this basic information (i.e., means, standard deviations, and sample sizes). Furthermore, there is a movement toward reporting effect sizes in all quantitative studies (Trusty, Thompson, & Petreccoli, 2004; Vacha-Haase & Thompson, 2004), and school counseling researchers would assist both researchers and practitioners by reporting effect sizes. Another significant limitation related to the conclusions that can be drawn from this study concerns the dominance of nonstandardized outcome assessments in school counseling research. The majority of outcome measures were author-developed measures that were used one or two times, and researchers rarely provided psychometric information on these assessments. In addition, the majority of studies included in this meta-analysis also lacked long-term follow-up data. Consequently, this deficiency in
longitudinal data allows for the measurement and analysis of only short-term effectiveness. Furthermore, many of the outcome measures assessed outcomes of distal consequences (e.g., self-esteem) rather than more proximal indicators of student competencies (e.g., achievement).

Another limitation of this meta-analysis is that research on school counseling is mostly of specific interventions rather than of comprehensive programs. These results are consistent with Brown and Trusty’s (2005) findings that, although many leaders in the field have called for the implementation of comprehensive school counseling programs, very few research studies have been conducted of such programs. It is hoped that some of the shortcomings mentioned in this review of school counseling will serve as a catalyst to improve research in school counseling.

Future Research

The findings from this meta-analysis indicate there is a substantial need for additional research related to school counseling, particularly given the evolving nature of counseling and education. Just as the fields of education and psychology have moved toward using empirically supported approaches to teaching and psychotherapy, school counseling also needs to move toward using evidence-based practices (Whiston, 2002). In particular, future researchers need to evaluate the effectiveness of clearly articulated curriculum guides or treatment manuals for school counseling interventions. For researchers or practitioners interested in school counseling studies, the Center for School Counseling Outcome Research at the University of Massachusetts, Amherst, has established an Evidence-Based Practice Panel that periodically reviews research related to promising practices and serves as a clearinghouse for evidence-based practices in school counseling. One example of systematic research related to a clearly articulated program is Student Success Skills, and novice researchers may want to emulate the work of Brigman and Webb (2007); Brigman, Webb, and Campbell (2007); Miranda, Webb, Brigman, and Peluso (2007); Webb and Brigman (2007); and Webb, Brigman, and Campbell (2005).

It is interesting that results from this study suggest a need for additional school-based intervention research targeted at the middle and high school levels. The lack of research at the middle and high school levels is ironic because many states have mandated school counselors’ presence at those two levels and do not require that elementary schools hire a counselor. Our recommendation concerning expanding school counseling research at the middle and high school levels should not be interpreted as indicating there is not a need for research at the elementary school level. However, we suggest that research of elementary school counseling interventions should involve diverse outcomes and the exploration of the long-term effects of elementary school counseling programs.

In addition, school counseling researchers might contribute to the professional knowledge base by using the ASCA National Model as a guide in selecting, creating, and evaluating school counseling programs. There is a need for longitudinal research that examines whether the recommended comprehensive school counseling programs facilitate students’ academic, career, and personal or social development in ways that are consistent with the designs of these programs. In doing so, future studies should aim toward including outcome measures that assess the retention or longer term effects of these programs. Furthermore, gathering longitudinal data may also yield valuable information with respect to continuity of the strategies and targets of school counseling interventions across age groups.

Another critical area in which there is need for further research concerns the cost-benefit ratio of school counseling interventions. Although this is a somewhat lofty goal, an analysis of the cost-benefit ratio of school counseling interventions is important when there are budgetary constraints. In discussions of the cost-effectiveness of school counseling, it is important to consider school counseling’s impact not only on educational or school budgets but also on the broader economic arena, such as reduced health care costs, reduction in juvenile offenders, and the general economic benefits of reducing the number of dropouts in American schools.

Conclusion

The meta-analyses in this study reflect that not all school counseling interventions are equally effective and that school counselors and administrators should examine the types of interventions provided to students. More systematic research is needed, however, that analyzes specific approaches and curriculum with students from diverse backgrounds. Although more research is often a recommendation after completing a meta-analysis (e.g., Ehri et al., 2001; Swanson, 1999; Whiston, Brecheisen, & Stephens, 2003; Xin, Grasso, Dipipi-Hoy, & Jitendra, 2005), we contend that lack of methodological rigor and dearth of studies make the calls for additional sound research in school counseling particularly important. Specifically, we suggest that researchers attend to issues of treatment integrity and increasingly use standardized outcome assessments.

This call for additional research, however, should not be interpreted as indicating there is no empirical support for school counseling interventions. In general, school counseling interventions have a positive effect on students. Furthermore, we found significant effect sizes for interventions at the elementary, middle, and high school levels. School counselors’ influence on increasing students’ abilities to solve problems and decrease discipline problems is noteworthy; however, we were unable to identify specific programs or approaches that produced these positive outcomes. Therefore, as a way to develop empirically supported interventions for school counseling, there needs to be additional research that addresses what works, with what students, and under what circumstances.
**References**

References marked with a single asterisk indicate studies included in the treatment–control comparison meta-analysis; references marked with double asterisks indicate studies included in the pretest–posttest comparison meta-analysis; and references marked with triple asterisks indicate both meta-analytic studies.


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A Meta-Analytic Examination of Interventions


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