Control
untability Plan and
al Update (LCAP)
late

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
analyze the LEA's full data set; specific links to the rubrics are also pr
the template.

LEA Name	Contact Name and Title	Email and Phone
ON HIGH SCHOOL DISTRICT	DR. MARILYN M. SAUCEDO ASSISTANT SUPT. EDUCATION SERVICES	MARILYN.SAUCEDO@PUHSD.OR 951.943.6369 ext. 81102

0 Plan Summary

ry

students and community and how the LEA serves them.

nent

High School District will be a caring, diverse, and supportive learning environment in which all are committed towards worl
to foster innovative and creative learning opportunities.

ement

of Perris Union High School District is to create high quality relevant learning opportunities for all in a safe and caring envi
high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. W
s while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

erris is a growing, suburban edge city located in Riverside County, California, 17.6 miles south of Riverside, California. The
ears old in 2011, began as a sleepy farming community on the California Pacific Railroad line. Perris officially incorporated
pulation of the city is 71,377 with a mean household income of $48,491. 26.3% of the population lives below poverty level
ion being high school graduates. 8.2% of the 68% of the population holds a bachelor's degree or higher.

an enrollment of 9,827 in 7th-12th grades. PUHSD has a middle school, three comprehensive high schools, a military char
native schools. The student demographics are as follows: 71.3% Hispanic, 5.8% African American, 14.8% White, 3.4% As
of our students are English Learners, 74.6% are Socioeconomically Disadvantaged, 10.8% are Special Needs students a
ts do not comprise a significant sub group.

vision, mission, and graduate profile continues to drive the work of the district. Our community and district hold our young
c expectations and the district prides itself in being a leader in innovation and technology as demonstrated by our Scholar
ion in STEAM competitions across Riverside County and the state of California. In addition, PUHSD staff prides themselv
n the most current curricular and pedagogical professional development which kicks off with a districtwide Professional De
mployees. Extracurricular and co-curricular activities are available. While our goal is to serve the needs of our diverse com
ts, we are aware that there are areas of need. The PUHSD LCAP attempts to address these areas with the greatest nee
and to address performance gaps.

planning process developed in the 2017-18 school year has set the direction for PUHSD and involved all our stakeholders
continues to grow with the assistance of a Community Outreach Specialist.

ighlights

riefly summarize the key features of this year's LCAP.

nment of community forums, study sessions, and surveys administered to all district staff, students, parents and communi
, assisted in the development of the PUHSD LCAP and Strategic Plan by:

ting a proactive approach to district needs and challenges; gather information and input
oving communication with community members to solicit personal and professional networks to share throughout our com
ng their knowledge and input in the development of lifelong learning
ing capacity from within and valuing the existing resources
loping a working understanding and appreciation of roles, communications, and strategies

ng a better understanding of district demographics and stakeholder outreach
uraging adherence to the spirit and intentions of LCAP
ification of specific needs and sharing of best practices
ding guidance and a model to be used at site advisory meetings
ct-wide survey feedback provided
ing and promoting genuine feedback on LCAP

High School District, with the assistance of LCAP stakeholders, identified common themes and specific areas in need of

ng the PUHSD Vision and Mission Statements and the Graduate Profile with LCAP
ase the number of students meeting the English Learner Progress Indicator
asing proficiency rates in ELA and Math for all students
ng achievement gaps in the district's lowest performing groups (English learners, Socio-Economically Disadvantaged, Fos
asing graduation rates
ge and career preparation for all students
icing incidents that interrupt instructional/learning offerings
icing the dropout rate
ase parent/community partnerships

e District LCAP, school sites used their advisory councils as a way to inform, educate, and gather input and feedback from
: parents, students, community partners, staff, foster youth agencies, and interested business partners.

# of Performance

review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, pr
goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and ho
naintain or build upon that success? This may include identifying any specific examples of how past increases or improver
w-income students, English learners, and foster youth have led to improved performance for these students.

Progress

review of performance on the state indicators and local performance indicators included in the LCFF evaluation rubrics, pr

P goals, local self-assessment tools, stakeholder input, and other information, the Perris Union High School District is mos
progress:

Career Preparedness:

ased the number of 11th grade EAP/ELA scores by 3%, maintained 95% CTE course completion, and increased student
'ID by 12% as evidenced by:

- Student access to and expansion of A-G offerings
- Robust offering of A-G approved CTE courses district-wide
- Providing a College and Career Intervention Specialist at each comprehensive high school site with a focus on support
  interventions for struggling students
- Provision and expansion of CTE offerings, career exploration classes, and career experiences to develop both college
  readiness
- Increase dual enrollment course offerings to promote cost-saving college opportunities and academic acceleration for s
- Providing the least restrictive environment for all students
- Providing professional development for paraeducators to improve instructional support practices in the classroom
- Aligning formative and benchmark assessments to the statewide assessments and to 'college and career readiness' as
  in the CCSS
- Support and expansion of AVID (Advancement Via Individual Determination), integration of AVID strategies into daily in
  and professional development opportunities through subject-area conferences and workshops; AVID strategies have p
  strong interpersonal skills and cultivate individual persistence which are all key attributes for college retention and succ
- Individual sites have provided parent workshops that update and inform parents of their child's academic progress, edu
  to be strong college advocates and advisors to their child, and actively engage them in their child's education and caree
- Provided support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy oppor
  such as ESL for parents, technology, A-G requirements, college access and success, Parent Link, and how to be a par
  child's educational journey)

s to maintain and/or build on this success:

- Continue strategies and opportunities listed above
- Continue communication with district's educational partners to align courses and programs so that students seamlessly
  into college
- Continue to provide a College and Career Intervention Specialist at each comprehensive high school site with a focus o
  and interventions for struggling students

Continue to provide support to students and families on a variety of college and career preparedness topics (e.g., FAFS completion and A-G requirements)

Increase of 24/7 technology opportunities for all students

Updating instructional materials to reflect current research, cultural diversity, and applications. Subject Area Councils c practice of instructional material review and adoption and making appropriate adjustments to meet Common Core Stat (CCSS)

Provide professional development and resources for teachers of English Learners and mathematics

Begin examining New Generation Science Standards (NGSS) and began development of 'anchor tasks' for NGSS imp

Provide workshops for parents on topics which include:
- Learning about college enrollment and career opportunities
- Learning how to provide an effective study environment for their child at home

Rates:

asing the graduation rates for Students with Disabilities by 6.4%, Foster Youth by 12.7%, and African American students l nced by:

Proactive interventions and supports to reduce failing grades including providing assessment workshops that examine grading practices

Extended school year learning opportunities allowing for smaller learning communities and tutorials for students in nee recovery and/or acceleration.

Individual sites have provided parent workshops that update and inform parents of their child's academic progress, edu how to be strong college advocates and advisors to their child, and actively engage them in their child's education and goals.

Provided support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy oppo ESL for parents, technology, A-G requirements, college access and success, Parent Link, and how to be a partner in y educational journey)

Intervention and supports to help transitioning students were implemented and included the addition of support classes

Transition from a 6-period to a 7-period day at all school sites allowing for additional opportunities for credit recovery or program enhancement

Strengthening of Professional Learning Communities through targeted professional development for all staff to collabor reflect on effective teaching of the Common Core State Standards, align current practices in instruction and assessmer

Balanced and the district vision and mission, monitor progress in all student groups/subgroups to provide appropriate ir to maintain and/or build on this success:

Continue to provide support to students and families (e.g., organizing regular focus-group meetings, ensuring family lite
opportunities like ESL for parents, technology, Parent Link/WEB, and how to be a partner in your child's educational jou
Provide workshops for parents on topics which include:

- Learning to monitor student's grades
- Learning how to provide an effective study environment for their child at home

nselors regularly assess student transcripts to ensure students are on track to graduate. If they fall off track, counselors in
ly and work to enroll them in appropriate classes to recover credits, and/or accelerate course access

rners:

tained the percentage (94%) of English Learners meeting the English Learner Progress Indicator Metric on the California
essional Learning Communities focus to:

- Improve instructional support practices in the classroom
- Maintain proper alignment of curriculum and instructional practices that resulted in reclassification and promoted literac
  support
- Improve coordination of services to enhance quality of EL services to students and parents
- Continue a focused effort to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of studen

tain and/or build on this success:

- Continue strategies and opportunities listed above
- Provide training for new teachers on Designated and Integrated ELD and the new frameworks, provide instructional coa
  for High School and Middle School Designated ELD curriculum and instructional practices

support will include:

nue to provide access and opportunities for parent engagement through the implementation of Parent University, town ha
ollaboration, and African American Parent Advisory Committees (site and district)
ion of School Psychologist interns have been allocated and will continue to be targeted at schools with high concentration
l for increased focus on college and career readiness is identified. Model of Excellence for Counseling will continue to pro
cript analysis, appropriate student placement, long-term educational planning and college and career exploration
gthening parent and community partnerships and increasing parent engagement are high-priority needs. As such, PUHS
nue with site Community Aides at three comprehensive sites, a District Parent Liaison, and a Community Engagement Sp
District Parent Liaison and Community Engagement Specialist will develop a Community Engagement Plan that addresse
ework for Parent and Family Engagement.

eholders expressed a continuing need for broadening Career and Technical Education (CTE) programs. Such offerings w

·Enrollment opportunities for academic achievement and expansion of CTE courses

asing the use of web-based resources

ne LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was
erformance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, ident
nas determined need significant improvement based on review of local performance indicators or other local indicators. W
ning to take to address these areas with the greatest need for improvement?

Needs

ors Areas of Greatest Need:

: Overall Math (3-8) 130.7 points below met a 13.5-point decrease (Red); Overall College Career Indicator (CCI) Math 96.
v met a 6 point decrease.

   Strengthen Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the State S
   math

   Align current practices in instruction and assessment to Smarter Balanced Assessments

   Development of a mathematics road map/action plan focused on Algebra I and Math 8

   Convene data analysis session for site administrators to discuss grading practices and the implications for mathematics
   followed by site administrators conducting/facilitating sessions with site teams

   Monitor progress in all student groups/subgroups to provide appropriate interventions and support

   Math Instructional Coaches to support PLC and instructional alignment

   Making curriculum enhancements using State Board adopted materials and improving intensive interventions with a da
   placement system

   Expanding our instructional supports by offering more period release time for our instructional coaches

   District math teams worked to align district benchmark assessments with the CCSS using SBE adopted instructional m

ension Rates: Overall reduced rate by .7% from 8.1% to 7.4% (Yellow)

   Strategic focus on the implementation of Positive Behavioral Intervention and Supports (PBIS) and Alternative to Suspe
   (ATS) which provides a culturally responsive school environment using a multi-tiered systems of support

   Professional development for in the area of equity and culturally responsive school governance and teaching

   A focus on cultural awareness and understanding which may contribute to high suspension rates for English Learner, A
   American, and Foster Youth student groups

Provide discipline coding training for site administrators and staff

or Areas of Greatest Need:

ate Survey: Overall not met based on local indicator

 - Administer the California Healthy Kids Survey (CHKS) to grades 7, 9, & 11
 - Develop and monitor developmental supports and opportunities that promote health, growth and learning
 - Assess health risks specifically related to alcohol, tobacco, and other drug use (ATOD), school violence, physical healtk and youth development and school climate
 - Develop district policies and procedures that support Social and Emotional Learning that will support: Self-Awareness/S Management/Social Awareness/Relationship Skills/Responsible Decision Making
 - Improve Positive Behavioral Interventions and Supports (PBIS)
   - o Develop systems of support
   - o Classroom PBIS practices preventative and responsive approaches
   - o Collect classroom PBIS data

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

ice Gaps

ning Student Groups:

ension Rates: Overall reduced rate by .7% from 8.1% to 7.4% (Yellow)

 - Student Groups
   - ■ African American
   - ■ Students with Disabilities
   - ■ Foster Youth
   - ■ English Learners
   - ■ Pacific Islander
 - Plan to address

- ■ Strategic focus on the implementation of Positive Behavioral Intervention and Supports (PBIS) and restorative p
  which provides a culturally responsive school environment using a multi-tiered systems of support
- ■ Professional development for culturally responsive school governance and teaching
- ■ Further analysis of discipline system to ensure practices align with the goals of rehabilitation and deterrence
- ■ Health and wellness campaigns
- ■ Drug awareness training for students in need
- ■ Increased implementation of other means of correction

sh Language Arts: Overall ELA (3-8) 64.1 points below a 4-point increase (Yellow); Overall College Career Indicator (CCI
s above a 21 point increase.

Student Groups
- ■ English Learners
- ■ Students with Disabilities

Plan to address
- ■ Strengthen of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of t
  Standards in ELA
- ■ Align current practices in instruction and assessment to Smarter Balanced Assessments
- ■ Monitor progress in all student groups/subgroups to provide appropriate interventions and support
- ■ ELA Instructional Coaches to support PLC and instructional alignment
- ■ After school extended learning opportunities
- ■ Providing a College and Career Intervention Specialist at each comprehensive high school site with a focus on s
  and interventions for struggling students

uation Rates: Overall 93.6% increased significantly a 5.5% increased significantly (Blue); Students with Disabilities 68.4%
% increased significantly (Yellow), Foster Youth 60% Very Low a 8.8% decreased significantly (Red)

Student Groups
- ■ Students with Disabilities
- ■ Foster Youth

Plan to address
- ■ Monitor progress to provide appropriate interventions and support
- ■ Implementation of student success counseling groups
- ■ Professional development with focus on accommodations within the general and special education classrooms
- ■ Refining curriculum to align with CA State Standards
- ■ Refining processes that allow for alternative educational placement with focus on graduation

sly addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income
ers, and foster youth.

or Improved services

guage Learners:

fort on increasing and improving services for English learners will include:

nue to provide an EL Coach to improve instructional support practices in the classroom, refine the ELD curriculum to mee
stic needs of our students, and maintain the proper alignment of curriculum and instructional practices that result in reclas
romote literacy/language support.
eted interventions and supports will continue to be provided for EL students through:

ELD support classes during the school day

ding support to EL parents through family literacy opportunities such as ESL for parents, how to be a partner in their child
ational journey, and through college and career readiness workshops

e Students and Foster Youth:

fort on closing student achievement gap for low-income students and foster youth will include:

nuing the implementation of Positive Behavioral Intervention and Supports (PBIS) and restorative practices which provide
rally responsive school environment that responds to instruction and intervention using a multi-tiered systems of support
asing enrollment in AVID and integrating AVID strategies into daily instruction
vze issues of equity and make changes to support closing the student achievement gap
nue to provide a College and Career Intervention Specialist at each comprehensive high school site with a focus on supp
ventions for struggling students

Summary

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

N	AMOUNT
Fund Budget Expenditures For LCAP Year	$127,476,880

N	AMOUNT
Budgeted for Planned Actions/Services to Meet The Goals in the AP Year	$23,536,140

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

ating cost that are not included in the LCAP:
of the Special Education Contributions
the Maintenance Contributions

N	AMOUNT
ed LCFF Revenues for LCAP Year	$ 105,369,529

Update

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

will attain grade level proficiency in English Language Arts and Mathematics.

Local Priorities addressed by this goal:

es: 1,2,4,7,8

es:

easurable Outcomes

Expected	Actual
ator	**Metric/Indicator**
ashboard Academic Indicator ELA (3-8)- Points above/below	California Dashboard Academic Indicator ELA (3-8)- Po above/below level 3
ashboard Report, released 12/2017 and based on 2016-17 esults.	**Fall 2017 Dashboard Report, released 12/2017 and b 2016-17 CAASPP Results.**
pected	**2017-18- Actual**
all- 48.2 points below (Yellow)	● Overall - 64.1 points below. 4 point increase (Ye **Met.**
sh Learner (EL)- 62.8 below (Yellow)	● English Learner (EL)- 80.2 below. 2.1-point incre **Not Met.**
ents with Disabilities (SWD)- 138.7 below (Yellow)	● Students with Disabilities (SWD)- 159 below. .3-
peconomically Disadvantaged (SED)- 49.5 points below	

ow) anic- 46.6 points below (Yellow) an American- 71.7 below (Yellow)	decrease (Red). **Not Met.** ● Socioeconomically Disadvantaged (SED)- 66.8 below. 2.7-point increase (Red). **Not Met.** ● Hispanic- 64.1 points below. 2.5 point increase. **Not Met** ● African American- 88.1 points below. 3.6-point in (Orange). **Not Met**
ator ashboard Academic Indicator Math (3-8) **ashboard Report, released 12/2017 and based on 2016-17 esults.** all -97.2 points below (Yellow) sh Learner (EL) -109.2 points below (Yellow) economically Disadvantaged (SED) -99.3 points below ow) nts with Disabilities (SWD) -200.1 points below (Yellow) an American -128.1 points below (Yellow) anic -95 points below (Yellow)	**Metric/Indicator** California Dashboard Academic Indicator Math (3-8) **Fall 2017 Dashboard Report, released 12/2017 and b 2016-17 CAASPP Results.** ● Overall -130.7 points below. 13.5 point decrease **Met** ● English Learner (EL) -143.1 points below. 13.8-p decrease (Red). **Not Met** ● Socioeconomically Disadvantaged (SED) -132.4 below. 13.2 point decrease (Yellow). **Not Met** ● Students with Disabilities (SWD) -209.1 points b point increase (Orange). **Not Met** ● African American -163.7 points below. 15.6-poin (Red). **Not Met.** ● Hispanic -130 points below. 14.9-point decrease **Met.**
ator eer Indicator ELA all 6.8 points below sh Learner (EL) -71 points below economically Disadvantaged (SED) 47.5 points below	**Metric/Indicator** College Career Indicator ELA **2017-18** ● Overall 8.1 points above. 21.2 point increase. **M** ● English Learner (EL) 74 points below. 17-point i **Met**

ents with Disabilities (SWD) -118.4 points below

an American -4.9 points below

anic -6.1 points below

	Socioeconomically Disadvantaged (SED) 3 poin 24.5 point increase. **Met**
	Students with Disabilities (SWD) -123 points bel increase. **Not Met**
	African American -9.2 points below. 15-point in **Met**
	Hispanic -6.1 points below. 3.3 points below. 22 increase. **Met.**

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ator

eer Indicator Math

ashboard Report, released 12/2017 and based on 2016-17
esults.

all -84 points below

sh Learner (EL) -139 points below

economically Disadvantaged (SED) -85 points below

ents with Disabilities (SWD) -185 points below

an American -93 points below

anic -83 points below

Metric/Indicator

College Career Indicator Math

Fall 2017 Dashboard Report, released 12/2017 and b
2016-17 CAASPP Results.

2017-18
- Overall -96.2 points below. 5.9 point decrease. **N**
- English Learner (EL)- 170 points below. 11-poin **Not Met**
- Socioeconomically Disadvantaged (SED)- 108 p 2.5 point decrease. **Not Met**
- Students with Disabilities (SWD)- 205 points bel increase. **Not Met**
- African American- 106 points below. 7.5-point in **Met**
- Hispanic- 110 points below. 6 point decrease. **N**

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ator

ner Progress Indicator (ELPI)

% to 75.1%* (green)

the ELPI calculations caused a different 15-16 ELPI status to

Metric/Indicator

English Learner Progress Indicator (ELPI)

2017-18

Increased by 14%* to 94.0%. Dashboard Status: Blue.
*changes in the ELPI calculations caused a different 15
status to be generated for the Fall CDE dashboard rele

d for the Fall CDE dashboard release.	
...ator ...sification Rate ...to 9%	**Metric/Indicator** ELPI Reclassification Rate **2017-18** The district Reclassification rate on the Fall Dashboard from 6% to 14.7%. **Met**
...ator ...status on the State Language Assessment (CELDT/ELPAC) ...5% to 66%	**Metric/Indicator** ELPI % met status on the State Language Assessment (CELDT/ELPAC) **2017-18** The % of students meeting status on the State Languag... assessment increased by 8% to 69%. **Met**
...ator ...C Report on Teacher Credentialing ...f are appropriately assigned and fully credentialed in area	**Metric/Indicator** Annual SARC Report on Teacher Credentialing **2017-18** 100% of staff are appropriately assigned and fully crede... area taught. **Met**
...ator ...n the school district has sufficient access to standards aligned ...materials ...dent access to standards aligned instructional materials	**Metric/Indicator** Every pupil in the school district has sufficient access to... aligned instructional materials **2017-18** Every student has access to standards aligned instructi... materials. **Met**

	Metric/Indicator
ator ashboard Self Reflection Tool- Implementation of the academic performance standards adopted by the State Board of	California Dashboard Self Reflection Tool- Implementat academic content and performance standards adopted Board of Education **2017-18** Priority 2- Overall Average Score of 3.9. **Met**
verall Average Score of 3.7	
ator ashboard Self Reflection Tool- Programs and services enable ners to access the CCSS and the ELD standards to gain ontent knowledge and English language proficiency	**Metric/Indicator** California Dashboard Self Reflection Tool- Programs ar enable English Learners to access the CCSS and the E standards to gain academic content knowledge and Eng language proficiency
CSS and ELD Standards- Average Score of 3.8	**2017-18** Priority 2 CCSS and ELD Standards- Average Score of

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendi
of English Learners meeting English Learner Indicator additional ELD Sections to allow for increased tudent performance	Increase the % of English Learners meeting the California English Learner Indicator A. The district successfully funded the additional ELD sections staffed at 25:1 to allow for increased monitoring of student	A. $698,214 0707 LCFF S/C 1100, 3000-3999 Certificated Teacher Salaries, Benefits	A. $740,507 0707 LCFF S/C 1100, 3000-399 Certificated Te Salaries, Bene

ime ELA/ELD TOSA to tional coaching support to s at all sites	performance B. The ELA/ELD TOSA continues to provide instructional coaching support to district teachers at all sites	B. $209,363 0707 LCFF S/C 1100, 3000-3999 Certificated Teacher Salaries, Benefits	B. $0 0707 LCFF S/C 1100, 3000-399 Certificated Te Salaries, Bene
released sections for district ds to provide instructional port *(cost included in Action*	C. Provided over 20 released sections for district EL teacher leads to provide instructional classroom support *(cost included in Action 1A).*		$163,289 4203 TITLE 3 1100, 3000-399 Certificated Te Salaries, Bene
rners will be assessed four the Houghton Mifflin ing Inventory Lexile monitor progress in Reading n	D. English Learners were assessed four times this year on the Houghton Mifflin Hartcourt Reading Inventory Lexile assessment to monitor progress in Reading Comprehension	C. $0, N/A, N/A	C. $0, N/A, N/A
earners will be placed in Designated ELD sections ulum aligned to the CCSS ding English Language Standards *(cost included in*	E. All English Learners were placed in Integrated and Designated ELD sections with new curriculum aligned to the CCSS and corresponding English Language Development Standards *(cost included in Action 2B).*	D. $0, N/A, N/A	D. $0, N/A, N/A
		E. $0, N/A, N/A	E. $0, N/A, N/A
oing professional nd follow up coaching on all programs, Designated and , and the new ELD order to strengthen and align e ELD and ELA standards *in Action 2B).*	F. Provided ongoing professional development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards *(cost included in Action 2B).*	F. $0, N/A, N/A	F. $0, N/A, N/A
osetta Stone Online and erials to support Newcomer		G. $0, N/A, N/A	G $0, N/A, N/A

| | G. Newcomer English Learners continue to use Rosetta Stone Online and additional materials to support English Language Acquisition and development *(cost included in Action 2B).* | | |

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendi
ercentage of students scoring rogress towards the /Standards Exceeded levels ia Assessment of Student Performance (CAASPP) n ELA and math. te bus for students who need port to attend after school) idards aligned instructional l students. gital integration in the tting: student devices; classroom refresh and tools resources.	A. The district provided a late bus for students who need academic support to attend after school tutoring (PVHS) B. Standards aligned instructional materials were provided for all students. C. Digital integration in the instructional setting was implemented. Student devices; Chromebooks; classroom refresh and tools and other tech resources were provided to students and staff.	A. $40,000 0707 LCFF S/C 5817 Transportation Services	A. $15,868 0707 LCFF S/C 5817 Transpor Services
		B. $800,000, $482,409 0707 LCFF S/C, 6300 LOTTERY 4100-4200 Books/Reference Materials	B. $757,640, $44: 0707 LCFF S/C LOTTERY 4100-4200 Books/Referen Materials
		C. $2,487,871 0707 LCFF S/C 4310-4410, 5000-5999,	C. $2,436,707 0707 LCFF S/C 4310-4410, 50(

d supplies to support student success. (PVHS) Technology Technicians and support staff in the ocess. ortunity for students to r School credit recovery ated courses. pacity of instructional support h Certificated and Classified dents including: English nts with Disabilities, Low Youth.	D. Materials and supplies to support instruction and student success were allocated to the site. (PVHS) E. (5) Site level Technology Technicians and Tech TOSAs to support staff in the instructional process were staffed at each school. F. Opportunities for students to attend Summer School credit recovery and/or accelerated courses were provided. G. Professional development was provided to increase capacity of instructional support for staff for both Certificated and Classified to serve all students including: English Learners, Students with Disabilities, Low Income, Foster Youth.	6410 Technology Supplies, Maintenance Contracts/Consultants/Software, Technology Equipment	6410 Technology Su Maintenance Contracts/Cons ware, Technol Equipment
		D. $14,500 0707 LCFF S/C 4300 Materials/Supplies	D. $14,500 0707 LCFF S/C 4300 Materials
		E. $400,255, $582,818 0707 LCFF S/C, 3010 TITLE 1 2400, 3000-3999 Clerical, Technical/Office Staff Salary, Benefits	E. $403,123, $58 0707 LCFF S/C TITLE 1 2400, 3000-399 Technical/Offic Salary, Benefit
		F. $171,783 0707 LCFF S/C 2910, 3000-3999 Hrly Other Classified Salary, Benefits	F. $146,084 0707 LCFF S/C 2910, 3000-399 Other Classifie Benefits
		G. $965,887 0000 LCFF Unrestricted, 0707 LCFF S/C 1110, 1300, 2400, 3000-3999, 1200, 1300, 3000-3999 Hourly Teacher Salary, Cert Supervisor/Admin Salary, Clerical Tech/Office Staff Salary, Benefits, Cert Pupil	G. $796,309 0000 LCFF Un 0707 LCFF S/C 1110, 1300, 24 3999, 1200, 13 3999 Hourly Teache Cert Superviso Salary, Clerica Tech/Office Sta Benefits, Cert F

		Support Salary, Cert Supervisor/Admin Salary, Benefits	Support Salary Supervisor/Adr Benefits

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
ovide resources for staff and sure student academic eting grade level standards. erials to support academic nd student success. i.e. ntum, Read 180, and the fessional development to all ees that support the vision the district to include: AVID hnology, Curriculum, Safety, Sensitivity, etc.	Continue to provide resources for staff and students to ensure student academic success in meeting grade level standards. A. The district provided materials to support academic achievement and student success. i.e. Turnitin, Edmentum, Read 180, and the SANDI B. The district provided professional development to all district employees that support the vision and mission of the district to include: AVID strategies, Technology, Curriculum, Safety, PLCs, Cultural Sensitivity, e	A. $300,000 0707 LCFF S/C 5850 Software License B $175,000, $250,000, $577,274 0000 LCFF Unrestricted, 0002 One Time, 3010 Title 1 1100, 3000-3999 Certificated Teacher Salary, Benefits 6200 Buildings/Improvements of Buildings, 5200 Travel/Conferences	A. $373,919 0707 LCFF S/C 5850 Software B. $423,981, $0, $ 0000 LCFF Un 0002 One Time Title 1 1100, 3000-399 Certificated Te Salary, Benefits 6200 Buildings/Impro of Buildings, 52 Travel/Confere $423,981, $250 $577,274 0000 LCFF Un 6387 CTEIG, 3

			1100, 3000-399 Certificated Te Salary, Benefit 6200 Buildings/Impr of Buildings, 52 Travel/Confere

s

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

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

mplementation of the actions and services was successful and we were able to implement each one. Listed below are are
 areas for improvement related to the overall implementation of the actions and services to achieve the articulated goal.

s of success:

bleted full implementation of recently adopted State Board of Education textbooks for English Language Arts, Grades 5-8,
vention, Designated ELD, and all levels of Math. The district provided multiple training opportunities for teachers to learn t
culum and enhance aligned instructional practices to meet student needs
ents at risk of failing and/or not meeting graduation requirements were placed into support classes focused on interventior
omote academic success- We provided 85 Intervention sections for English Learners. We increased the number of Intensi
vention sections from 25 to 34. All sections were offered at a reduced class size to allow specialized instruction.
ice class size to provide instructional support for EL students with CELDT levels 1-4. Lower class sizes will allow teachers
ent progress more effectively, differentiate instruction, communicate more frequently with parents and provide targeted inte
. We exceeded our planned action/service with our actual number of sections at 25:1 totaling 85.

s for improvement

ove intervention programs and identify pre-assessments and formative assessment- We successfully implemented new cu
ntensive Reading Intervention program, provided training and coaching sessions for teachers and identified an interventior
 multiple standards aligned assessments. Instructional practices are still in need of improvement and teachers need conti
ng and coaching. Incorporate writing across the curriculum in daily instruction- This was implemented partially at Pinacate

ol but not at the other sites.

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

services in Goal #1, "All students will attain grade level proficiency in English Language Arts (ELA) and Math," have prove
evidenced in the most recent State test results. The increased focus and prioritization of meeting the needs of English Le
gnificant performance improvements. The addition of a full time ELD TOSA, expanded release sections for site EL Leads
and the implementation of SBE approved instructional materials had a significant impact on the success of English Learne
roficiency in English Language Arts. The increased focus on standards aligned instruction and improving instructional pra
ners has proven successful as evidenced by the improvements on the California Dashboard Academic Indicators and the
iciency Indicator.

increasing student achievement related to goal #1, the district has made curriculum enhancements using State Board add
d improving Intensive Interventions with a data driven placement system. We are continuing to support English Learners v
o that teachers can more effectively monitor student performance and provided interventions. We are expanding our instr
offering more period release time for our instructional coaches. District math classes from grade 5 to Algebra 2 were re-wi
e CCSS using SBE adopted instructional materials. 2017-18 was the first year of implementation of the new curriculum. M
ath teachers came together on different days throughout the year to review materials, align instruction to standards, and to
igned assessments.

erial differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional class size reduction sections were needed based on analysis of student performance on standardized assessm
osts were redirected to categorical funding to better serve the needs of English Learners.

Additional professional development opportunities were made available specifically AVID Summer Institute training. Perso
ed and classified were redirected to Action #3 of Goal #1 to support the increased demand.

Additional software licenses were needed for Intervention programs. Increased cost of salaries, health and welfare benefit
development days.

Budgeted	Estimated Actuals	Net
$907,577	$903,796	$3,781

$5,945,523	$5,595,503	$350,020
$1,302,274	$1,625,174	($322,900)
$8,155,374	**$8,124,473**	**$30,901**

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

Goal: No changes were made to the goal.

Metrics: Modified to include:

ornia School Dashboard English Learner Indicator (ELPI). The State Board of Education approved changes to the calculat
that gives schools extra points for Long Term English Learners meeting the proficiency requirements on the state Englis
lopment assessment. The metric goal for the percentage of students meeting the ELPI is being increased to correspond t
ges.
California School Dashboard does not calculate a color designation based strictly on the 11th grade SBAC scores. The m
ged to only specify the Distance from Met point calculation, similar to the grade 3-8 Academic Indicator.

Actions: No changes to Actions/Services

s and Services:

2H- Provide 1 release period for EL Teacher leads to complete non-categorically restricted duties required of the Englis
ram.

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

will graduate from high school prepared for postsecondary and career options or obtain a certificate of high sch

Local Priorities addressed by this goal:

es: 4, 5, 7, 8
es:

easurable Outcomes

Expected	Actual
cator tion Rate	**Not Met**
e between 92%-94% annually Performance: Green ise by 5% (64.2%) board Performance Level: Yellow ase by 2% (91.4%) board Performance Level: Green ation Rate: 92.1% Rate (2014-15): 87.0% Performance Level: Green	The district did not meet the goal of maintaining a grad between 92%-94%. Overall the 2016-17 graduate col decreased by 2% overall from 92.1% to 90.1%. There change in how the graduation rate was calculated con 2015-16.

board Performance Level: Red

board Performance Level: Orange

cator mpletion Rate: All Students e by 5% (from 37.9% to 42.9%) ompletion Rate (2015-16): 37.9%	**Not Met** The district did not meet the goal of increasing the A-C rate by 5%. There was a decrease of 1.9% from 37.9
cator res: All Students e by 3% (from 30.9% to 33.9%) Rate (2015-16):	**Not Met** The district did not meet the goal of increasing AP pas 3%. There was a decrease of 5.3% from 30.9% to 25
cator ores: All 11th grade students A Scores by 3% 9% College Ready) 4% College Ready Conditional)	**Partially Met** The district met the goal of increasing 11th grade ELA 3%. Students scoring college ready increased by 4.1% to 20.1%. Students scored college ready conditional 31% to 34%. The district did not meet the goal of increasing math s

P Math Score by 3%: College Ready) ollege Ready Conditional) LA Scores (2015-16): 16% College Ready Ready-Conditional ath Scores (2015-16): Ready Ready-Conditional	3%. Students scoring college ready decreased by .4% to 3.6%. Students scored college ready conditional de 2.4% from 17% to 14.6%.
cator urse Completion: All 12th grade students e of 95% or higher Course Completion 2015-16): 95.16%	**Met** The district met the goal of maintaining the rate of 95% grade students completing a CTE course.
cator Completion: All 12th grade students e by 5% (from 72.8% to 77.8%) A Completion Rate (2015-16): 72.8%	**Not Met** The district did not meet the goal of increasing FAFSA by 5% in 2016-17. A decrease of 2.8% occurred from 70
cator articipation: All Students inclusive of unduplicated and heeds students including: EL, Foster, LI, SWD	**Met** The district met the goal of increasing student participa

	AVID courses. An increase of 12% occurred in 2017- 1880 students to 2105 students. In three years the di shown an increase in student enrollment in AVID by 6
e by 3% (from 1880 to 1936)	
Participation Rate (2015-16): 1880 students	

ervices

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
cess to courses (including opportunities for tutoring and Special emphasis placed on for unduplicated students and eptional needs, due in part to the instructional day by 25 5-16. er/mentoring programs for nnect to adults and to develop ess mindset. ummer Bridge program for ild prerequisite skills. ortunities for teachers to use cations, build relevance and ement through professional	A. Students were provided an additional 25 minutes adding an additional period to access more course options for intervention, support, and advancement. B. Peer mentoring programs were offered to students to support a college and career mindset. Curriculum is supported through LINK Crew and Peer Leadership Uniting Students (PLUS). C. Incoming 7th grade students participated in a two-week summer bridge program. D. Teachers were given opportunities to attend professional development on practical applications to build relevance and improve student engagement. E. Students were provided opportunities to	A. $3,108,944 0000 Unrestricted LCFF 1100, 3000-3999 Certificated Salaries, Benefits B. $0, N/A N/A C. $0, N/A N/A	A. $2,957,512 0000 Unrestr 1100, 3000-3 Certificated S Benefits B $0, N/A N/A C $0, N/A N/A.

dents opportunity to attend ol for remediation, and grade improvement. lementation of Common Core on Science Standards (NGSS) ugh text support in the form of sional development and terials. trict professional development Common Core Next Generation lards (NGSS) through the rict Science Teacher on ment (TOSA) ansportation for extra 25 min	attend summer school for remediation, acceleration and grade improvement. F. Science teachers attended NGSS professional development to support implementation of the new standards and design and develop curriculum. G. A district science TOSA was not hired for the 2016-17 school year. Beginning July 1, 2018, a district science TOSA will begin employment. H. Transportation was increased to accommodate the 25-minute increase to the school day.	D. $0, N/A N/A	D. $0, N/A N/A
		E. $0, N/A N/A	E. $0, N/A N/A
		F. $0, N/A N/A	F. $0, N/A N/A
		G. $209,363 0707 LCFF S/C 1100, 3000-3999 Certificated Salaries, Benefits	G. $152,025 0707 LCFF S 1100, 3000-3 Certificated S Benefits
		H. $805,000 0707 LCFF S/C 5817 Transportation	H. $805,000 0707 LCFF S 5817 Transp

ervices

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
urse audits to align with A-G n requirements. ariety of pathways for students edits dent transcripts every semester ess and enrollment (starting at ugh 12th grade). ddle school transcripts every e middle school to promote A-G d readiness to access upon school. ID electives districtwide. High School Counselors were 16.	A. Counselors followed a comprehensive district calendar that helped monitor closely student success in courses needed for graduation and A-G completion. Student transcripts were reviewed each semester to ensure students remain on track to meet A-G and graduation.	A. $0, N/A N/A	A. $0, N/A N/A
	B. Students were provided access to make up credits through credit recovery programs available during the school day, before school, after school, Saturdays and through summer school.	B. $0, N/A N/A	B .$0, N/A N/A
	C. Middle school counselors review student transcripts each semester to ensure students remain on track to enter high school on track to take courses that meet the A-G requirements. Counselors provide information nights for parents to promote college and career readiness awareness.	C. $26,000 0707 LCFF S/C 5800 Professional/Consulting Services	C. $26,000 0707 LCFF S 5800 Professional/ Services
	D. High school counselors review student transcripts each semester to ensure students remain on track to meet A-G requirements. Counselors provide information nights for parents to promote	D. $0, N/A N/A	D. $0, N/A N/A
		E.	E.

| | | college and career readiness awareness.

E. The number of students enrolled in AVID increased by 12%. | $0, N/A N/A | $0, N/A N/A |
| | | F. An additional counselor for each comprehensive high school continues to support lower caseloads and support more follow up with students to ensure high school graduation requirements and A-G requirements are met. | F.
$447,947
0707 LCFF S/C
1200, 3000-3999
Certificated Pupil Support Salaries, Benefits | F.
$612,745
0707 LCFF S
1200, 3000-3
Certificated F
Support Sala
Benefits |

ervices

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
e, 10th grade, and 11th grade ack to complete A-G are given the opportunity to take king AP courses will have o take the AP exams to earn (cost included with item 3A).	A. All 8th grade, 10th grade, and 11 grade students on track to complete A-G requirements were given the PSAT. B. Students taking AP courses were given the opportunity to take AP exams to earn credit. C. Gate students were provided	A. $180,000 0707 LCFF S/C 4300 Materials/Supplies	A. $63,552 0707 LCFF S 4300 Materia
vices for GATE students that ocial/emotional attributes. pports and interventions for AP	opportunities that supported their social/emotional attributes. D. AP students were provided supports and	B. $0, N/A N/A	B. $0, N/A N/A

aring for AP exams	interventions to help prepare for AP exams.	C. $13,843 0707 LCFF S/C 1940, 3000-3999 Stipends Other Certificated Salary, Benefits	C $13,734 0707 LCFF S 1940, 3000-3 Stipends Oth Certificated S Benefits
		D. $0, N/A N/A	D $0, N/A N/A

ervices

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
ual Enrollment offerings and or students to earn college credit sure to college course rigor. P enrollment offerings and or students to earn college credit sure to college course rigor in Action 3). cess to courses (including	A. Students were provided opportunities to the same Dual Enrollment courses as the previous school year. No additional courses were offered. B. Students were provided to more access to AP courses to access college rigor and have the opportunity to earn college credit. C. Students were given access to 25	A. $20,000 0707 LCFF S/C 5802 Other Professional Services	A. $2,085 0707 LCFF S 5802 Other F Services
		B. $0, N/A N/A	B. $0, N/A N/A

		C.	C.
opportunities for tutoring and Special emphasis placed on for undeplicated students and eptional needs, due in part to the instructional day by 25 5-16 *(cost included in Action 1).*	additional minutes and one additional period to increase opportunities for students to have access to A-G courses, additional electives, interventions and supports and CTE courses.	$0, N/A N/A	$0, N/A N/A

ervices

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expen
reer Technical Education options rade 7-12. rollment in CTE Pathways. ill participate in annual grade nd career assessments. will work with students on an n career/academic planning evening workshops) dents in extracurricular activities hool day to gain exposure to ol career options. of Educational Services to utreach, expansion of CTE vide curriculum development rticulation Agreements with local	A. Additional CTE courses have been added allowing for more students to have access. B. With the expansion of more CTE courses, students are enrolling and completing full CTE pathways. C. Students used California Colleges Guidance Initiative (CCGI) website to complete college and career assessments. Grade level benchmarks have been established to ensure all students are completing specific assessments at each grade level. D. Counselors provided workshops and one on one counseling with students to plan for post-secondary options. These were done during class visits, evening workshops,	A. $180,000, $91,000, $69,000, $1,109,919 0707 LCFF S/C, 0707 LCFF S/C, 0707 LCFF S/C, CTEIG 6200 Buildings/Improvements of Buildings, 4300/4400 Materials/Supplies, 4300/4400 Materials/Supplies	A. $0, $62,048, $1,109,919 0707 LCFF S LCFF S/C, 0 S/C, CTEIG 6200 Buildings/Imp of Buildings, Materials/Su 4300/4400 Materials/Su $180,000, $6 $36,671, $1, 6387 CTEIG S/C, 3010 TI CTEIG

llege.	district college fair, district Kickoff to College event, and FAFSA workshops. E. Students participated in college and program visits at local community colleges and four-year colleges to gain more exposure to career options. This allowed more access for students not participating in the AVID elective. F. A Coordinator of Educational Services was added in 2017-18. The role of the coordinator was to support curriculum development and articulation agreements.		6200 Buildings/Imp of Buildings, Materials/Su 4300/4400 Materials/Su
		B. $590,988 0707 LCFF S/C 5100 Sub Agreements for Services	B. $495,491 0707 LCFF S 5100 Sub Ag for Services
		C. $90,000 0707 LCFF S/C 1300, 3000-3999 Certificated Supervisor/Admin Salary, Benefits	C. $0 0707 LCFF S 1300, 3000-3 Certificated Supervisor/A Salary, Bene $91,684 6264 EDUCA EFFECTIVEI 1300, 3000-3 Certificated Supervisor/A Salary, Bene
		D. $50,000 0707 LCFF S/C 5117 Transportation Services	D. $33,660 0707 LCFF S 5117 Transp Services

		E. $65,000, $60,000 0707 LCFF S/C, 0707 LCFF S/C 5802 Other Professional Services, 4300-4400 Materials/Supplies	E. $0, $0 0707 LCFF S/C, 0707 LCFF S/C 5802 Other P Services, 430 Materials/Su $40,160 $36 3010 TITLE 1 TITLE 1 5802 Other P Services, 430 Materials/Su
		F. $92,170 0707 LCFF S/C 1300, 3000-3999 Certificated Supervisor/Admin Salary, Benefits	F. $0 0707 LCFF S 1300, 3000-3 Certificated Supervisor/A Salary, Bene $91,684 6264 EDUCA EFFECTIVE 1300, 3000-3 Certificated Supervisor/A Salary, Bene

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
college and career awareness de; Kickoff to College, College and FAFSA completion kshops for parents provided by lors, community college nd senior teachers. College field trips that include vided by community college unselors.	A. Students participated in college and career awareness events, including Kickoff to College, College Signing Day, FAFSA completion recognition, and the district college fair. B. FAFSA workshops were provided for parent's multiple times during the year. C. Students and parents had the opportunity to attend community college field trips and workshops on financial aid.	A. $25,000 0707 LCFF S/C 4300-4400 Materials/Supplies B. $14,000 0707 LCFF S/C 1120, 3000-3999 Ex Duty Teacher Salary, Benefits C. $10,000 0707 LCFF S/C 5200 Travel and Conferences	A. $17,335 0707 LCFF S 4300-4400 Materials/Su B. $8,126 0707 LCFF S 1120, 3000-3 Duty Teache Benefits C. $9,590 0707 LCFF S 5200 Travel Conferences

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimate Expend
nd recruiting of prospective to enroll in AVID. number of students exiting ourse access. ner Institute training and Write for content area teachers. fessional development and implementation and daily use of onal strategies for all teachers ng, Inquiry, Collaboration, nd Reading) daily instruction. lary and career opportunities interview clinics)	A. AVID elective teachers and AVID coordinators led recruiting activities to engage more students to enroll in the AVID elective. B. More access to courses was provide to students while still being enrolled in the AVID elective. C. Content area teachers from each of the school sites attended AVID Summer Institute and Write Path Trainings. D. Teachers were provided school-wide professional development in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) E. Students were provided opportunities to attend college visits and clinics to support postsecondary and career opportunities.	A. $804,097 0707 LCFF S/C 2910, 3000-3999, 4300-4400, 5200 Hrly Other Classified Salary, Benefits, Materials/Supplies, Travel and Conferences	A. $511,316 0707 LCFF S 2910, 3000-3 4400, 5200 F Classified Sa Benefits, Materials/Su Travel and C

S

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

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

ict did not meet the goal of maintaining a graduation rate between 92%-94%. Overall the 2016-17 graduate cohort decre

o a change in how the graduation rate is being calculated. The State of California changed the calculation based on findir
ent of Education. The new calculation is estimated to affect graduation rates for all districts by 2%-3%. The new calculati
t are enrolled adult education and now counts them as dropouts. A decrease in the white population occurred by (2%) an
he new calculation. The only decrease prior to the new calculation occurred with the EL population (4.7%). The district s
graduation rate for SWD (6.4%), Foster Youth (12.7%), and African American (1%). The actions and services implemented
ate were successfully implemented. The addition of 3 high school counselors at each comprehensive site has allowed for
vention support for at-risk students and more frequently transcript review opportunities.   Because of the frequent audits a
ons, students were placed in credit recovery classes immediately, rather than waiting till 11th and 12th grade. In the upco
ill need to address the student population that was attending adult education prior to graduating high school.

-G completion rate in 2016-17 decreased 1.9% from 37.9% to 36%. This decrease indicates the need to continue to eng
nts and parents in activities that support completion of the A-G completion requirements. One school site showed a signi
nile the other schools either remained flat or showed a small increase. Actions and services were fully implemented, but
ency at one high school impacted the overall district metric. Improvements need to be made to support practices and proc
ents are getting necessary support in rigorous A-G courses.

District AP pass rate in 2016-17 decreased by 5.3% from 30.9% to 25.6%. The district enrollment in AP courses has incre
hough we have seen an increase in enrollment in AP courses, the number of students scoring 3 or high has not increased
This would indicate that students have had increased access to rigorous courses, but additional interventions and support
mprove success on the AP exams. Actions and services were fully implemented, but challenges remain with success in th
assessment metrics. Improvements need to be made to support students that are challenging themselves with rigorous c
ed additional time and support to be successful.

rict partially met the increase in annual participation in the area of students successfully scoring college ready or college r
n the area of English and math. Students met the goal in English, but were not successful in meeting the goal in math. 54
scoring college ready or conditionally ready in ELA, up from 47% in 2015-16. In comparison, only 18.2% of students are
y or college ready conditional in math. Actions and services were fully implemented, but challenges remain with success
aration assessment metrics. Improvements need to be made to support students that are challenging themselves with rig
ut might need additional time and support to be successful. Interventions need to be more frequent before students fail co

5% of 12th grade students completed a CTE course during the 4 years of high school. Maintaining at least a 95% or highe
and encouraging students to complete two or more courses in a pathway with continue to be a focus area for the district.
ion of the actions and services to address this goal was successful. Continued access to CTE pathways and the impleme

ys has allowed students multiple opportunities to explore CTE courses.

of students receiving free or reduced lunch at school, the high need of our students indicates the importance that the dist
support and encourage parents to fill out the FAFSA to improve funding options for students to attend college. In 2016-2
tudents completed the FAFSA, a decrease of 2.8% from 72.8% to 70%. Actions and services were fully implemented for
nission. This decrease indicates a greater effort to reach out to our families and educate them on the importance of filling
ny of our families do not have the knowledge and understanding of the importance this process provides for greater oppor
er education for their children.
an half the student population comes from families that do not have a college degree. There is a high need to provide inte
nd supports to give students better access to college information and courses. AVID provides tools and develops skills n
be successful in post-secondary education. AVID enrollment increased by 12% in 2017-2018 from 1880 student to 2105 s
mplementation of the actions and services to address this goal was successful. Outreach and recruitment efforts have su
tudent enrollment the last three years with an increase in student enrollment in AVID by 67.6%. The access to a 7-period
students the opportunity access requirement electives while remaining enrolled in AVID.

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

and services provided for district goal #2 supported the metrics addressed by the LEA. The district did not meet the goal
a graduation rate between 92%-94%. Overall the 2016-17 graduate cohort decreased by 2% overall due to a change in h
ate is being calculated. Without the change in calculation, the district would have met the goal of maintaining a graduation
%-94%. Due to the change in calculation, the district will work to put practices in place to address students attending adul
ompleting the high school graduation requirements. The actions and services used to address the graduation rate metric
addressing this goal. District A-G completion rate in 2016-17 decreased 1.9% from 37.9% to 36%. The analysis of the A
e gaps with implementation of consistent practices at one school. Overall, the actions and services used to address A-G
sful. Further assistance with the fidelity of implementation needs to be addressed with one school site in particular. Over
e in 2016-17 decreased by 5.3% from 30.9% to 25.6%. The actions and services provided to improve success on AP exar
ctive as expected.   However, there has been an increase in enrollment in AP courses which suggests more students are
P courses. The district enrollment in AP courses has increased by 17.26%. With equity in access to AP courses, there is
ons and supports to increase the success on the AP exams. The district met the metric to increase in the number of stud
scoring college ready or college ready-conditional in the area of English. However, the district did not meet the college re
y-conditional benchmark in the area of math. 54.1% of our students are scoring college ready or conditionally ready in EL
-16. In comparison, only 18.2% of students are scoring college ready or college ready conditional in math. The actions a

uccessful in addressing the English curriculum, however, math still continues to be an area reviewed and evaluated. The
ith the actions and services used to address CTE participation for 12th grades students. Over 95% of 12th grade student
e during the 4 years of high school. With 74% of students receiving free or reduced lunch at school, the high need of our
importance that the district continues to support and encourage parents to fill out the FAFSA to improve funding options
lege. In 2016-2017, 70% of 12th grade students completed the FAFSA, a decrease of 2.8% from 72.8% to 70%. Althoug
the goal of increasing FAFSA completion this year, the district has shown consistent growth over the last three years. Th
provided to address FAFSA completion have been successful. We have identified a greater need to provide information
or our undocumented students. The influx of fear in our undocumented students has resulted in fewer students completin
ID enrollment increased by 12% in 2017-2018 from 1880 student to 2105 students. The actions and services have consis
increasing AVID enrollment. These actions and services will be used to maintain the AVID enrollment moving forward.

erial differences between Budgeted Expenditures and Estimated Actual Expenditures.

n estimated actual and budgeted expenditures were primarily due to:

cience TOSA was not hired and the additional 25 mins was adjusted to reflect current salaries and benefit cost.

djusted salary and benefit cost for counselors.

upplies for PSAT was not fully expended.

ual enrollment non-resident fees were not fully expended.

onies allocated for MakerSpace renovations were already completed using other funding, salaries and benefits for Coordi
ice, services for CTE were budgeted in LCAP but did not get budgeted in Galaxy.

onies for FAFSA and KOTC were not fully expended.

VID tutor cost and materials and supplies came in under budget.

in teacher extra duty salaries, professional development costs, and increases in costs for materials and supplies.

ion	Budgeted	Estimated Actuals	Net
n #1	$4,123,307	$3,914,537	$208,770
n #2	$473,947	$638,745	($164,798)
n #3	$193,843	$77,286	$116,557
n #4	$20,000	$2,085	$17,915

n #5	$2,398,077	$2,177,988	$220,089
n #6	$49,000	$35,051	$13,949
n #7	$804,097	$511,316	$292,781
tal	**$8,062,271**	**$7,357,008**	**$705,263**

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

goal: No changes were made to the goal.

e following metric is being replaced to better align with the California Dashboard and can be found in Goal #2 Actions, Ser

)s:

acing: LEA CTE Course Completion
acing with: College & Career Indicator (CCI)

Actions and Services:

have been added to:

n #1; 2a. Maintain the percentage of students meeting high school graduation requirements between 92%-94% annually
n #2: 2b. Increase A-G completion by 3% annually
n #3: 2c. Increase AP enrollment/pass rate by 3%
n #4: 2d. Increase the percent of high school juniors meeting or exceeding the standard on the ELA and Math component
)l CAASPP assessments
n #5: 2e. Increase CTE pathway enrollment/completion by 3% annually
n #6: 2f. Increase district FAFSA completion by 5% annually
n #7: 2g. Increase student enrollment in AVID by 4% annually

s and Services to Goal #2:

n 1l. Provide students not meeting high school graduation requirements with alternative options for credit recovery.

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

ents and sites will provide a safe and positive environment for staff and students.

Local Priorities addressed by this goal:

es: 1, 5, 6
es:

easurable Outcomes

EXPECTED	ACTUAL
ators ion Rate: All students e by 2.5% atus level: Medium erformance: Yellow sion Rate (15/16): 8.5%	**Not Met** A reduction of .7% was accomplished which did not meet expectation of 2.5%
ators ion Rate: African American e by 1% atus level: Declined	**Met** A reduction of 1.7% in African American suspension rate which exceeded the 1% expectation

hange: Red

sion Rate (15/16): 15.27%

ators ion Rate: Students with Disabilities e by 1% atus level: Declined hange: Red sion Rate (15/16): 16.94%	**Met** A reduction of 2% in the Student with Disabilities suspens occurred which exceeded the 1% expectation
ators te: All Students than .1% expulsion rate r Rate (15/16): .01%	**Met** The expulsion rate was less than the .1% expectation
ators l Dropout Rate: All Students than .1% MS dropout rate ate (15/16): .02%	**Met** The Middle School dropout rate was less than the .1% exp

...ators	**Partially Met**
...Dropout Rate: All Students	The high school dropout rate was 5% which is not higher ...the 5% expectation
...than 5% HS dropout rate	
...ut Rate (15/16): 5.7%	
...ators	**Not Met**
...nce Rate: All Students	
...by 2.5% ...atus level: Medium ...erformance: Yellow	The attendance rate of 92.50% did not meet the expected rate of 2.5%
...nce Rate (15/16): 92.92%	
...ators	**Not Met**
...nteeism Rate: All Students	The chronic absenteeism rate remained the same, 17.1% ...meet the expected increase of 2.5%
...e by 2.5% ...atus level: Medium ...erformance: Yellow	
...r Rate (15/16): 19.4%	
...ators	**Met**

ns Report: Safe, Clean, and functional facilities	All facilities remained in 100% compliance with the Willian
or: o	
or: o	
ators te Survey	
or: althy Kids Survey cipation to 5%	**Met** The student participation increased by 10.2%. In 2017-18 student responses to the California Healthy Kids Survey
or: althy Kids Survey nducted 2016-17	

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
active classroom PBIS	A. Planning time was provided for site administration during monthly Assistant	A. $0	A. $0

ol-wide positive behavioral nd supports (SW-PBIS) ate systems to support ding explicit professional supportive and data-driven staff recognition. ne for district and site staff to plementation of behavioral ining for district and site staff estorative Practices. S signs/posters to sites to rooms and on campus. all group or individual support t struggle to meet behavioral administration to conduct n meetings with students and ng developing and he use of Behavior Contracts. committee that will include and parents to discuss and behavioral supports needed support African American tudents With Disabilities	Principal meetings. B. Training was provided during monthly Assistant Principal meetings. C. Sites were encouraged to have students create and post PBIS signs/posters in classrooms and around campus. D. Each site was provided with a counseling service provided to assist students with Positive Decision Making and Substance Abuse Awareness. E. Assistant Principals were trained on how to conduct an effective post suspension meeting and provided a template for using a Behavior Contract with students struggling to meet behavioral expectations. F. The African American District Advisory Committee met on a monthly basis and discussed a variety of behavioral supports for all students including African American and Students With Disabilities.	N/A, N/A	N/A, N/A
		B. $15,000 0707 LCFF S/C 5802 Other Professional Services	B. $15,000 0707 LCFF S/C 5802 Other Pro Services
		C. $10,000 0707 LCFF S/C 4300-4400 Materials/Supplies	C. $10,000 0707 LCFF S/C 4300-4400 Materials/Supp
		D. $47,500 0707 LCFF S/C 5802 Other Professional Services, 4300-4400 Materials/Supplies	D. $40,411 0707 LCFF S/C 5802 Other Pro Services, 4300 Materials/Supp
		E. $0 N/A, N/A	E. $0 N/A, N/A
		F. $0 N/A, N/A	F. $0 N/A, N/A

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
entation of behavioral support ts that are at-risk for dropping tified.	A. At- Risk students were effectively identified.	A. $0 N/A, N/A	A. $0 N/A, N/A
tified at-risk students with all group or individual setting idual student need	B. Small group and or individual support was provided to students in need of intervention.	B. $141,671 0707 LCFF S/C 1200 Cert Salaries, 3000-3999 Benefits	B. $72,103 0707 LCFF S/(1200 Cert Sala 3000-3999 Ber
urday School instructional dents needing academic	C. Academic Saturday School was implemented to support students in need of academic intervention. D. Chronically absent students were identified and placed on a School Attendance Review Team (SART) contract in order to provide assistance and support with the goal of improving attendance.		
udents and parents that are lly absent or about to become		C. $25,000 Title 1 1120 Cert Salaries, 3000-3999 Benefits	C. $23,685 Title 1 1120 Cert Sala 3000-3999 Ber
port and resources to s that are in need.	E. Students and parents were connected to community resources focusing on matching services to individual need. Over 300 bus passes were provided to students in support of providing transportation to and from school.	D. $0 N/A, N/A	D. $0 N/A, N/A

		E. $0 N/A, N/A	E. $0 N/A, N/A

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
and knowledge of school staff partners to understand what ce is and use data to take a e, tiered approach to ndance. cking of attendance by using endance program to identify re chronically absent from ositive incentive programs s based on improving es Specialists (2) will track and t attendance. They will visits and participate in SART etings with students and e specific purpose of focusing ostacles and providing sources for students that	The district wide slogan of Every Class Counts was created and communicated in attempts to draw attention to the importance of consistent, daily on time attendance. A. Attention 2 Attendance was used to identify students that became or were close to becoming chronically absent. B. Positive attendance incentives were provided to students that established and maintained outstanding attendance (being absent less than 1% of the school year), satisfactory attendance (being absent less than 4.9 % of the school year) and improved weekly attendance. C. The Attendance Specialists conducted over 250 home visits, 3000 SART meetings and participated in 33 SARB meetings.	A. $80,000 0707 LCFF S/C 5802 Other Professional Services	A. $68,100 0707 LCFF S/C 5802 Other Pro Services
		B. $20,000 0707 LCFF S/C 4300-4400 Materials/Supplies	B. $13,903 0707 LCFF S/C 4300-4400 Materials/Supp
		C. $121,205 0707 LCFF S/C 2200 Classified Support Salary, 3000-3999 Benefits.	C. $121,865 0707 LCFF S/C 2200 Classified Salary, 3000-3 Benefits.

nd school on a regular and s.			

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
d Valley K-9 Detection to prehensive, detection and gram that reduces the ugs, alcohol and weapons on

three (3) comprehensive high provided with an athletic site during athletic nd to assist students that may y

CERT program using d in triage, First Aid, use of er and light search and d students will be able to help community in the event of a r

pervisors district wide will be apply non-pain compliant echniques | A. Inland Valley K-9 provided deterrence program services to each of the campuses in the district.

B. Each site was provided with an athletic trainer.

C. Teen CERT program was implemented.

D. Campus Supervisors were trained on how to apply non-pain compliant hold/restraints and to use the techniques only when absolutely necessary.

E. Play it Safe program was implemented on a district wide basis. | A. $10,000 0707 LCFF S/C 5802 Other Professional Services

B. $140,000 0707 LCFF S/C 5105 Subagreements for Athletic Services

C. $30,000 0707 LCFF S/C 5200 Travel and Conferences

D. $28,000 | A $10,000 0707 LCFF S/C 5802 Other Pro Services

B. $145,485 0707 LCFF S/C 5105 Subagree Athletic Service

C. $9,825 0707 LCFF S/C 5200 Travel an Conferences

D. $11,010 |

		0707 LCFF S/C 5815 Consultants	0707 LCFF S/C 5815 Consultar
program will teach students how to identify potential nptoms and provide ow to most effectively ividual until medical experts		E. $32,000 0707 LCFF S/C 5850 Software License	E. $28,600 0707 LCFF S/C 5850 Software

s

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

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

mmittee was established which included district and site representatives to develop site based, district wide implementatic
ponents of Positive Behavior Intervention and Supports and Restorative Practices. Policies, procedures, processes, and p
ementation were developed for implementation as was a network for coaching and support.
ddress the disproportionality in the suspension rates of students with disabilities and African American students, culturally
ng was provided for all certificated staff during professional development days. In addition, a district wide system to addre
student behavioral expectations was developed along with a process for identifying, assisting, and monitoring students wl
onstrate behavioral challenges.
attendance specialists were hired to track, follow up, and meet with students and parents that were chronically absent fror
cilitate this work, a system to track and monitor student attendance (A2A) was implemented this year.
ent safety concerns were addressed through the implementation of trainings and workshops and through continued acces
ers.
dance rates did not increase by 2.5% as expected in the 17/18 goal.

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

luction in suspensions in Bullying violations occurred in 17/18 by 29% (goal met)
crease in suspensions for Drug Related violations in 17/18 by 60.6% (goal not met)
crease in suspensions for Violence violations occurred in 17/18 by 1.5% (goal not met)

5% reduction in suspensions were issued during 17/18 (goal met)
lsions increased from 19 to 22 during 17/18 (goal not met)
suspension rates for Students with Disabilities and African American students were reduced by 2% and 1.7%, respectively
8 (goal met)
ct, SPED, EL, SED attendance rates all increased by a range of 2.1-3.06% which did not reach the goal of 10% in each c
goals to reduce chronic absenteeism by 10% was not meet. A 42% reduction in district wide chronic absenteeism was acc
as a reduction in three (3) of five (5) subgroups, specifically SPED, Foster and LI
goal to maintain facilities per Williams compliance was met at 100%
all, improvement was observed in most categories related to improving attendance rates, reduction in suspensions, and ir
ction of incidents related to Bullying, Drug Related Violations and Violence but most did not meet the goals established for
ol year

erial differences between Budgeted Expenditures and Estimated Actual Expenditures.

n estimated actual and budgeted expenditures were primarily due to:
ot all monies used for Positive Solutions were expended.
udgeted 1 FTE but only 50% was expended.
2A contract was lower than anticipated.
unds for TeenCert and non-compliant training were not fully expended.

ion	Budgeted	Estimated Actuals	Net
n #1	$72,500	$65,411	$7,089
n #2	$166,671	$95,788	$70,883
n #3	$221,205	$203,868	$17,337
n #4	$240,000	$204,920	$35,080
tal	**$700,376**	**$569,987**	**$130,389**

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

goal: No changes were made to the goal

change in metrics

Actions and Services: No changes to Actions/Services

s and Services:
mprove school climate and access for students to participate in extracurricular/co-curricular activities.

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

strengthen the home- school- community connections and communications.

Local Priorities addressed by this goal:

es: 3, 8
es:

Measurable Outcomes

	Expected	Actual
...icators	...rent capacity to support their students academically while ...in or attending trainings/workshops and conferences ...5% (from 10,780 to 11,319) ...Parent Participation: 10,780	**Met** Districtwide parent participation in trainings/workshops an... conferences has increased by 6% from 10,780 to 11,531.
...icators	...cipation in the Community Advisory Committee for Special ...CAC) ...average attendance/participation by 5% .../participation attendance is 1	**Not Met** There is still one parent representative that serves on the ... Advisory Committee for Special Education.

icators

f/Parent

usive of unduplicated and exceptional needs students:

hool Parent Survey (CSPS)

hool Staff Survey (CSSS)

vement Report Card

ponse rate by 10%

703 Parent/Community responded Annual Survey

Not Met

California School Parent Survey (CSPS):
- 543 parents responded to the California Healthy Ki

California School Staff Survey (CSSS):
- 550 staff responded to the California Healthy Kids

Parent Involvement Report Card:
- Parent Participation increased by 6% from 10,780 t

icators

us Parent Portal

ent accounts by 2%

counts: 8,273

Met

IC Parent Accounts increased by 5% from 8,273 to 8,694

icators

formation via Social Media

owers on Social Media and downloading app by 10%

llowers: 5,200

vers: 3,700

65

App: 1,949 downloads

pus Parent Portal: 5,495

Met

Facebook followers: 6,034

Twitter followers: 3,654

Instagram: 1,107

Haiku: 398

Parent LINK App: 2,213 downloads

Infinite Campus Parent Portal: 8,694

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
mily-friendly volunteer policies rganize help and support from staff/volunteers with written	A. **Progress Update:** ● Updated Volunteer Forms from Human Resources ● Completed DRAFT Volunteer	$2,000 0707 LCFF S/C 4300-4400	$2,000 0707 LCFF S/C 4300-4400

		Materials/Supplies	Materials/Supp
tion and guidance on sing parent volunteers who are g in classrooms or at school o and disseminate volunteer ement resources and provide lunteers with training on their cluding: handbook; volunteer forms; guidelines for recruiting, screening, training, and retaining volunteers; certificates of recognition.	Packet ● Setup Informational Canopies and recruit parent volunteers at Back to School Night ● Phone Dialers sent out to invite parent volunteers ● Partnership with PTA to recruit parents ● Project Appleseed: National Parent Involvement Day (Districtwide Celebration) **Next Steps** ● Review current PUHSD Board Policies and Administrative Regulations ● Submit revisions for Board approval no later than June Board meeting ● Meet with Human Resources to review DRAFT Volunteer packet ● Develop a Resolution or Proclamation with City of Perris and PUHSD School Board as part of National Parent Involvement Day ● Volunteer Week: celebrating parent volunteers and their contributions to education		

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
nings/workshops/courses for unity members to build capacity s that will empower, engage, arents to support student evement. Under the auspice of ity, parents will be recognized bation and completion of s, Parent Pathway Leadership any completed rences/courses.	A. **Progress Update** Professional Development for Parents - School Site Council Training - Family Engagement Network (FEN) - Parent Engagement Leadership Initiative (PELI) - CABE Conference - Family Engagement Centers - Infinite Campus Parent Portal Training - Parent LINK app - Increased Mental Health services for students and families - Special Education Informational Workshops - Common Sense Media Trainings - Social Media and Human Trafficking Workshops - EduCare: Positive Family Communication, Motivating Your Teen, Resolving Family Conflict - Parent Power Workshops - Project 2 Inspire /CABE - Latino Family Literacy Project - Parent Advisory: AAPAC, DELAC, ELAC, SSC, Business Advisory Committee BAC, Community	$18,000 0707 LCFF S/C 4300-4400 Materials/Supplies	$12,920 0707 LCFF S/C 4300-4400 Materials/Supp

Advisory Council CAC ● Parent University: MSJC ESL, Citizenship, GED, Nutrition Classes ● Perris Community Adult School: HSD, GED, ESL, Computer Literacy and Allied Health: Medical Terminology, Business/Computer Technology, Medical Assisting Internship, and Medical Assisting Administrative **Next Steps** ● Increase # of parents in CAC-SELPA ● Expand parent classes in concert with Adult Education ● NEW Classified Position: Community Outreach Specialist for PVHS	

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
integrate resources and he community to strengthen ns, family practices, and	A. **Progress Update** ● Perris Valley Family Resource Center	$82,570 0707 LCFF S/C	$88,603 0707 LCFF S/C

		2400, 3000-3999 Clerical, Technical/Office Staff Salaries, Benefits	2400, 3000-399 Clerical, Techni Staff Salaries, B
g and development. partnership with community- organizations and other public es to plan or coordinate family involvement activities grams; or provide technical nce; sh effective channels for nicating with families; or provide training for ; inate resources and tion on an ongoing basis; t the establishment of a hensive, collaborative parent e center to meet the needs of lies.	• City of Perris Cops and Clergy Informational Meetings • City of Perris: Community Services and Housing Authority, Planning and Economic Development Department and Grow Perris Urban Farming • City of Menifee Community Partners Meetings • Mt. San Jacinto College • 7th Day Adventist Church Community Service Department • Well-One Health Free Clinic • Community Resource Database **Next Steps** • Disseminate and communicate available resources from community/City of Perris/Riverside County to parents via social media, counselors, school/district websites • Connect families to outside agencies • Share resources and updates with counselors during district monthly meetings		

Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Expendit
hools have a system in place rategies to facilitate two-way with staff, parents and mbers on a regular basis.	A. Two meetings were held; one to get parent input on conservatorship and plan annual meetings for new parents and the second was with an outside group (Inland Congregations United for Change) to hear parent concerns.	A. $0 N/A, N/A	A. $0 N/A, N/A
t input meetings and/or s to collect input from parents ren receiving special on services with the required se rate (for Special Education view). t parent surveys or use other ethods to measure school for LCAP.	B. Conducted CA Healthy Kids Survey Parent component.	B. $0 N/A, N/A	B. $0 N/A, N/A
egular print outreach and nication, employ Web-based tions to support ongoing nication and interaction n schools and /families.	C. Effective use of Blackboard to disseminate flyers promoting parent workshops/events, and student activities.	C. $25,000 0707 LCFF S/C 5850 Software License	C. $34,000 0707 LCFF S/C 5850 Software
training and resources to nel on effective two-way communication; interactive meetings and events; interactive Web sites; community outreach; translation for parent/teacher	D. **Progress Update** • Blackboard Connect • Electronic flyers • Texts • Emails • Phone Dialers • Parent Calendar of Events Link • Parent Link App • Social Media: Facebook, Twitter	D. $0 N/A, N/A	D. $0 N/A, N/A

conferences.	and Instagram		
	Next Steps ● Update Site and District websites ● Parent Link App: Increase the # of users ● Provide training and resources for staff to provide effective two-way communication with parents.		

S

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

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

ion of Actions and Services for:

Establishing family-friendly volunteer policies to recruit and organize help and support from parents has proven to be a bit
istrict. In order to fully engage parents as volunteers and build capacity amongst our employee groups, the district office n
between employee groups to establish common goals and objectives; update board policies; and effectively communicate
th all stakeholders.

Overall parent participation across the district has been successful. Expand trainings/workshops/courses for parents/comn
build capacity and connections that empower, engage, and connect parents to support student academic achievement wa
implemented.

dentifying and integrating resources and services from the community to strengthen school programs, family practices, an
development has been successful.

Ensuring that schools have a system in place with multiple strategies to facilitate two-way communication with staff, paren
members on a regular basis has been successful. Increased use of Social Media by all stakeholders allowed immediate ac
s and student information. Parent LINK has added parents access to student information such as grades, attendance, sch
ore.

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

The effectiveness of actions/services for establishing family-friendly volunteer policies to recruit and organize help and sup
mixed. Some sites were able to provide a parent volunteer orientation and parent recognition but it was not consistent ac

The District has increased opportunities for parents to participate in a variety of offerings and has enjoyed a 6% increase i
numbers. Expanded course offerings for parents in ESL/Citizenship, CABE, and parent leadership training (PELI).

ncreased the number of partnerships with local nonprofits and collaboration with the City of Perris, and effectively sharing
sing Blackboard (electronic dissemination of fliers).

ncreasing access and use of Social Media and informing and updating parent information of school activities and events a
een extremely successful and effective.

ore work needs to be done to train and build capacity for district and site level Community Aides/Liaison to effectively use
ional trainings will be scheduled throughout the year.

erial differences between Budgeted Expenditures and Estimated Actual Expenditures.

n estimated actual and budgeted expenditures were primarily due to:
Materials and supply cost was less than anticipated.
ncreased cost for health and welfare benefits for the Community Engagement Specialist position.
ncreased cost for Blackboard software (ParentLINK app).

ion	Budgeted	Estimated Actuals	Net
n #1	$2,000	$2,000	---
n #2	$18,000	$12,920	$5,080
n #3	$82,570	$88,603	($6,033)
n #4	$25,000	$34,000	($9,000)
TAL	$127,570	$137,523	($9,953)

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

Goal: Unchanged

rent Involvement Report Card will be removed. It duplicates the Districtwide Parent Participation metric.

Actions and Services: There will be no changes to the Actions and Services.

older Engagement

2018-19

ment Process for LCAP and Annual Update

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

s extended an open invitation to all sites and parent advisory groups to participate in LCFF/LCAP forums and information
es submitted stakeholder LCAP recommendations and feedback.

ngs/Trainings:

2017: RCOE LCAP Support Workshop

6, 2017: RCOE LCAP Support Workshop

2, 2017: SSC LCAP Goal #2 Planning/Collaboration Session

2018: SSC LCAP Goal #1 Planning/Collaboration Session

2018: RCOE LCAP Support Workshop

018: SSC LCAP Goal #3 and Goal #4 Planning/Collaboration Session

8: LCAP Stakeholder Meeting

8: RCOE LCAP Support Workshop

8: LCAP Public Hearing

18: LCAP Board Approval

<u>**munity Stakeholder Meeting**</u>
8: The Stakeholder meeting summarized the essential components of the LCAP in terms of a framework that began with
aced in the consultation process and survey administration, the three-year <u>goals</u> identified to meet each need, and a sum
e district is doing <u>now</u> to address the needs, and what was proposed to do <u>next</u> in order to improve or expand services to
l subgroups.

eviewed student performance data, the LCAP determination of needs, goals, action needed, tentative recommendations.
luding students, parents, teachers and classified staff, Administration and community members, representing all school si
ps to share and generate ideas for improved actions and services within the eight state priorities.

<u>**nunication & Updates**</u>
communications occurred through Advisory Councils sharing at the sites, district and community 'Supe's On!' newsletter,
nity notifications, and information presentations at monthly Board sessions.

8: Special Board Meeting/Public Hearing: LCAP presentation and discussion

18: Board meeting: LCAP presentation and approval

RCOE LCAP Approval: The LCAP will be posted on the district's website and shared broadly in order to gather continual
eholders. Forums and study sessions are planned to continue throughout each year for review of progress toward goals,
ngoing needs.

ate: Involvement Process

nion High School District (PUHSD) provided opportunities for stakeholder engagement in preparation of the 2017-2018 L
ty Plan (LCAP). The district's goal has been to provide meaningful opportunities for authentic feedback to identify current
necessary steps/actions specific to the needs.

engagement was encouraged at a variety of levels during the 2017-2018 school year:
LCAP Stakeholder Committee continues to be comprised of parents, students, staff, business, religious and community le
as bargaining unit members representing certificated and classified personnel.
eholders were invited to school site advisory councils in which LCAP discussions, reviews of district and site data, and det

eds and options to address district and site determined goals were conducted.

ct advisory councils were also held in which stakeholders participate in LCAP discussions and design.

mmendations from LCAP Stakeholders via Advisory Councils were shared throughout the year and are included in the pla

ct Leadership & Management met once a month and reviewed data, surveys, SPSA (Single Plans for Student Achieveme

rmination of needs and proposed actions were compiled. The main topics of discussions were the sustainability of new pr

nnology, Common Core, AVID, SBAC testing) and the design of next steps to remain progressive and provide effective su

ces, and programs.

munity public forum was held to solicit public feedback (May 10, 2018) and to provide opportunities for community membe

in the process.

blic Hearing will be held on June 4, 2018 and the LCAP will be reviewed and, hopefully, approved on June 20, 2018, at th

rning Board meeting.

nts of Student with Disabilities have been apprised of LCAP goals/objectives/actions via IEP meetings, Community Action

) in conjunction with Riverside County SELPA (Special Education Local Plan Area).

on LCAP and Annual Update

se consultations impact the LCAP for the upcoming year?

High School District along with stakeholder feedback that primarily occurred during advisory council meetings and specifi
Council, English Learner Advisory Council, District English Learner Advisory (DELAC), District African American Parent A
DAAPAC), Business Advisory Committee, and PTA reviewed, discussed academic, behavioral, social needs of students a
s well as parent engagement.

on the LCAP resulted in common themes and definite areas of need that have been reflected in the modifications and add
s, and services as indicated in the LCAP Highlights section (page 1-2).

e number of students meeting the English Learner Progress Indicator
ase the number of release sections for EL Leads to provide instructional classroom support
tain section allocations for class size reduction for ELD
used effort will continue to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students.
supports are necessary to help the transitioning students.
site will have an EL Coach to build an English Learner Professional Learning Community, to improve instructional support
lassroom, maintain proper alignment of curriculum and instructional practices that result in reclassification and promote
cy/language support, and improve coordination of services to enhance quality of EL services to students and parents.
proficiency rates in ELA and Math for all students

nded school year learning opportunities to allow smaller learning communities and tutorials for students in need of credit r
r acceleration.

asing release time for teachers for site specific professional development to include strengthening of Professional Learnin
munities for all staff to collaborate and reflect on effective teaching of the Common Core State Standards, align current pr
ction and assessment to Smarter Balanced, monitor progress in all student groups/subgroups to provide appropriate inte

e PUHSD Vision and Mission Statements and the Graduate Profile with LCAP

re that any discussions regarding the development, planning and implementing of process and procedures always align to

ievement gaps in the district's lowest performing groups (English learners, Socio-Economically Disadvantaged,

ase access to courses including electives and opportunities for tutoring and advancement
mon Core and SBAC applications using integration of technology throughout the instructional day.
ase 24/7 technology opportunities for all students.
ased transportation for students.

graduation rates

ase opportunities for students not meeting graduation requirements to make up credits at their home school.

career preparation for all students

ased support and expansion of AVID (Advancement Via Individual Determination) and to integrate AVID strategies into d
ction and provide professional development through subject-area conferences and workshops AVID strategies promote s
personal skills and cultivate individual persistence, which are all key attributes for college retention and success.

ase and expand of CTE offerings, career exploration classes, and career experiences to develop both college and care
ase Dual Enrollment offerings to promote cost-saving college opportunities and academic acceleration for students.
nuing the work on New Generation Science Standards (NGSS) and continue to develop 'anchor tasks' for NGSS impleme

e dropout rate

nue the focused effort on equity (inclusion, fairness, and access) through district and site analysis of protocols, practices,
procedures.

cidents that interrupt instructional/learning offerings

nue the development and implementation of Positive Behavioral Intervention and Supports (PBIS) for improvement.
de students with Alternative to Suspension program.
ase co/extracurricular opportunities to improve school climate and access for students to participate.
tain and modernize facilities that are safe, clean, and well-maintained schools.

rent/community partnerships

ase parent and community partnerships and parent engagement. As such, PUHSD will continue with site liaisons at three orehensive sites, and a District Parent Liaison. The District Parent Liaison will develop a Community Engagement Plan th esses the CDE Framework for Parent and Family Engagement.

dual sites provide parent workshops that update and inform parents of their child's academic progress, educate them to b je advocates and advisors to their child, and actively engage them in their child's education and career goals.

Actions, & Services

by of the following table for each of the LEA's goals. Duplicate the table as needed.

New Goal, Modified Goal, or Unchanged Goal)

will attain grade level proficiency in English Language Arts and Mathematics.

or Local Priorities addressed by this goal:

es: 1,2,4,8

es:

Need:

analysis of the Academic Indicators related to Goal 1, it was determined that there is a significant achievement gap in our
er, Students with Disabilities, African American, Homeless, and Socioeconomically Disadvantaged subgroups in English
subgroups had a dashboard status of Orange or Red for ELA. Performance on the Academic Indicator for Math also indica
ed for improvement as the overall status and all subgroups with the exception of the Students with Disabilities (SWD) were
Disabilities subgroup had an orange designation. The district received a Blue designation on the English Learner Progres
aintain this status, continued support of the English Learner program is needed.

Annual Measurable Outcomes

ndicators	Baseline	2017-18	2018-19	2019-

board ator ELA (3-8)- elow level 3			
	• Overall- 68.2 points below (Orange) • English Learner (EL)- 82.3 below (Red) • Students with Disabilities (SWD)- 158.7 below (Red) • Socioeconomically Disadvantaged (SED)- 69.5 points below (Orange) • Hispanic- 66.6 points below (Orange) • African American - 91.7 points below (Red)	• Overall – 64.1 points below. 4 point increase (Yellow). • English Learner (EL)- 80.2 below. 2.1-point increase (Red). • Students with Disabilities (SWD)- 159 below. .3 point decrease (Red). • Socioeconomically Disadvantaged (SED)- 66.8 points below. 2.7-point increase (Orange). • Hispanic- -64.1 points below. 2.5 point increase. (Orange). • African American- 88.1 points below. 3.6-point increase. (Orange).	• Overall- 28.2 points below (Yellow) • English Learner (EL)- 42.2 points below (Yellow) • Students with Disabilities (SWD)- 118.7 points below (Yellow) • Socioeconomically Disadvantaged (SED)- 29.5 points below (Yellow) • Hispanic- 26.6 below (Yellow) • African American- 51.1 below (Yellow)	• Overall- 8. level 3 (Ye • English Le points belo • Students w (SWD)- 98 (Yellow) • Socioecon Disadvanta points belo • Hispanic- 6 (Yellow) • African Am below (Yel

board ator Math (3-8)				
	• Overall -117.2 points below (Red) • English Learner (EL) - 129.2 points below (Red) • Socioeconomically Disadvantaged (SED) - 119.3 points below (Red) • Students with Disabilities (SWD) - 220.1 points below (Red) • African American -148.1 points below (Red) • Hispanic -115 points below (Red)	• Overall -130.7 points below. 13.5-point decrease (Red). • English Learner (EL) - 143.1 points below. 13.8 point decrease (Red). • Socioeconomically Disadvantaged (SED) - 132.4 points below. 13.2-point decrease (Red). • Students with Disabilities (SWD) -209.1 points below. 11 point increase (Orange). • African American -163.7 points below. 15.6-point decrease (Red). • Hispanic -130 points below. 14.9 point decrease (Red).	• Overall -77.2 points below (yellow) • English Learner (EL) - 89.2 points below (yellow) • Socioeconomically Disadvantaged (SED) - 79.3 points below (yellow) • Students with Disabilities (SWD) - 180.1 points below (yellow) • African American - 108.1 points below (yellow) • Hispanic -75 points below (yellow)	• Overall -57 (yellow) • English Le 69.2 points • Socioecon Disadvanta 59.3 points (yellow) • Students w (SWD) -16 below (yell • African Am points belo • Hispanic - (yellow)

Indicator ELA			
	• Overall -13.2 points below (yellow) • English Learner (EL) -91 points below (red) • Socioeconomically Disadvantaged (SED) 28 points below (orange) • Students with Disabilities (SWD) -138.4 points below (red) • African American -24.9 points below (red) • Hispanic -26.1 points below (red)	• Overall 8.1 points above. 21.2-point increase. • English Learner (EL) 74 points below. 17 point increase. • Socioeconomically Disadvantaged (SED) 3 points below. 24.5-point increase. • Students with Disabilities (SWD) -123 points below. 17 point increase. • African American -9.2 points below. 15 point increase. • Hispanic -6.1 points below. 3.3 points below. 22 point increase.	• Overall 26.8 points above (blue) • English Learner (EL) -51 points below (yellow) • Socioeconomically Disadvantaged (SED) 67.5 points above (blue) • Students with Disabilities (SWD) -98.4 points below (yellow) • African American 15.1 points above (yellow) Hispanic 13.9 points above (green)	• Overall 46. (blue) • English Le points bel • Socioecon Disadvanta 87.5 points • Students w (SWD) -78 (yellow) • African Am points abo • Hispanic 3 above (blu

Indicator Math			
- Overall -104 points below (red) - English Learner (EL) - 159 points below (red) - Socioeconomically Disadvantaged (SED) - 105 points below (red) - Students with Disabilities (SWD) -205 points below (red) - African American -113 points below (orange) - Hispanic -103 points below (red)	- Overall -96.2 points below. 5.9-point decrease. - English Learner (EL)- 170 points below. 11 point decrease. - Socioeconomically Disadvantaged (SED)- 108 points below. 2.5-point decrease. - Students with Disabilities (SWD)- 205 points below. .05 increase. - African American- 106 points below. 7.5 point increase. - Hispanic- 110 points below. 6-point decrease.	- Overall -64 points below (yellow) - English Learner (EL) - 119 points below (yellow) - Socioeconomically Disadvantaged (SED) - 65 points below (yellow) - Students with Disabilities (SWD) -165 points below (yellow) - African American -73 points below (yellow) - Hispanic -63 points below (yellow)	- Overall -44 (green) - English Le points belo - Socioecon Disadvanta points belo - Students w (SWD) -14 (yellow) - African Am points belo - Hispanic -4 (green)
r Progress) ELPI used a different us to be e Fall CDE ase. The s not he 17-18 ELPI.	Baseline starting at 67.3% (yellow)	94.0%. Dashboard Status: Blue.	Maintain 94.0%. Dashboard Status: Blue	Maintain 94.0%. Da Status: Blue
cation Rate	Baseline starting at 6%	The district Reclassification rate is 14.7%.	Increase 2% to 16.7%	Increase 17.7%

tus on the e Assessment C)	Baseline starting at 61%	The % of students meeting status on the State Language assessment is 69%.	Increase by 3% to 72%	Increase b 73%
Report on ntialing	100% of staff are appropriately assigned and fully credentialed in area taught	100% of staff are appropriately assigned and fully credentialed in area taught.	100% of staff are appropriately assigned and fully credentialed in area taught	100% of staff are assigned and fully area ta
he school icient access to ed instructional	100% of students have access to standards aligned instructional materials	100% of student have access to standards aligned instructional materials	Maintain student access to standards aligned instructional materials	Maintain stude standards aligne materi
board Self of the ent and andards State Board of	Baseline- Priority 2- Overall Average Score of 3.2	Priority 2- Overall Average Score of 3.7	Priority 2- Overall Average Score of 4.1	Priority 2- Overall A 4.3

board Self	Baseline-	Priority 2 CCSS and ELD	Priority 2 CCSS and ELD	Priority 2 CCS
- Programs and	Priority 2 CCSS and ELD	Standards- Average Score of 3.8	Standards- Average Score of 4.4	Standards- Averag
English	Standards- Average Score of 3.4			
ess the CCSS				
andards to gain				
ent knowledge				
guage				

Actions / Services

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

1

Services not included as contributing to meeting the Increased or Improved Services Requirement:	
be Served:	**Location(s):**
Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:		
be Served:	**Scope of Services:**	**Location(s):**
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Sp Spans)
ners	LEA-wide	All schools and grade spans

...vices

...w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchange... 20
	Unchanged	Unchanged
...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...% of English Learners meeting ... English Learner Indicator	Increase the % of English Learners meeting the California English Learner Indicator	Increase the % of English Learners m... California English Learner Indicator
...ng of additional ELD Sections ...d at 25:1 to allow for increased ...ring of student performance ...a full time ELA/ELD TOSA to ...e instructional coaching support ...rict teachers at all sites ...ed 26 released sections for ...t EL teacher leads to provide ...ctional classroom support *(cost ...ed in Action 1A).* ...h Learners will be assessed four ...a year on the Houghton Mifflin ...urt Reading Inventory Lexile ...ssment to monitor progress in ...g Comprehension ...nglish Learners will be placed in ...ated and Designated ELD ...ns with new curriculum aligned ...CCSS and corresponding ...h Language Development ...ards *(cost included in Action* ...le ongoing professional	A. Continue funding of additional ELD Sections staffed at 25:1 to allow for increased monitoring of student performance B. Continue with a full time ELA/ELD TOSA to provide instructional coaching support to district teachers at all sites C. Provide 26 released sections for district EL teacher leads to provide instructional classroom support *(cost included in Action 1A).* D. English Learners will be assessed four times a year on the Houghton Mifflin Hartcourt Reading Inventory Lexile assessment to monitor progress in Reading Comprehension E. All English Learners will be placed in Integrated and Designated ELD sections with new curriculum aligned to the CCSS and corresponding English Language Development Standards *(cost included in Action 2B).* F. Provide ongoing professional	A. Continue funding of additional... Sections staffed at 25:1 to allo... increased monitoring of stude... performance B. Continue with a full time ELA/... to provide instructional coachi... to district teachers at all sites C. Provide 26 released sections ... EL teacher leads to provide in... classroom support *(cost inclu... Action 1A).* D. English Learners will be asses... times a year on the Houghton... Hartcourt Reading Inventory L... assessment to monitor progre... Reading Comprehension E. All English Learners will be pl... Integrated and Designated EL... with new curriculum aligned to... and corresponding English La... Development Standards *(cost... in Action 2B).* F. Provide ongoing professional

opment and follow up coaching new curriculum programs, nated and Integrated ELD, and w ELD Framework in order to then and align instruction to the nd ELA standards *(cost ed in Action 2B).* ase Rosetta Stone Online and onal materials to support omer English Learners *(cost ed in Action 2B).*	development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and the new ELD Framework in order to strengthen and align instruction to the ELD and ELA standards *(cost included in Action 2B).* G. Continue offering Rosetta Stone Online and additional materials to support Newcomer English Learners *(cost included in Action 2B).*	development and follow up co all new curriculum programs, and Integrated ELD, and the r Framework in order to strengt align instruction to the ELD ar standards *(cost included in Ac* G. Continue offering Rosetta Sto and additional materials to su Newcomer English Learners *(included in Action 2B).*

xpenditures

2017-18	2018-19	2019-20

A. $698,214
B. $209,363
C. $0
D. $0
E. $0
F. $0
G. $0
	A. $563,596
	   $1,335,218
	B. $167,272
	   $100,000
	C. $0
	D. $0
	E. $0
	F. $250,000
	G. $0
		A. $580,504
		   $1,375,275
		B. $172,290
		   $103,000
		C. $0
		D. $0
		E. $0
		F. $257,500
		G. $0

A. LCFF S/C - 0707
B. LCFF S/C - 0707
C. N/A
D. N/A
E. N/A
F. N/A
	A. LCFF S/C - 0707
	   TITLE 1 - 3010
	B. LCFF S/C - 0707
	   LCFF S/C - 0707
	C. N/A
	D. N/A
		A. LCFF S/C - 0707
		   TITLE 1 - 3010
		B. LCFF S/C - 0707
		   LCFF S/C - 0707
		C. N/A
		D. N/A

G. N/A	E. N/A F. LCFF S/C - 0707 G. N/A	E. N/A F. LCFF S/C - 0707 G. N/A

A. 1100 - Certificated Teacher Salary
  3000-3999 - Benefits
B. 1100 - Certificated Teacher Salary
  3000-3999 - Benefits
C. N/A
D. N/A
E. N/A
F. N/A
G. N/A
	A. 1100 - Certificated Teacher Salary
	  3000-3999 - Benefits
	  1100 - Certificated Teacher Salary
	  3000-3999 - Benefits
	B. 1900 - Other Certificated Salary
	  3000-3999 - Benefits
	  1132 - Subs Teacher Salary
	  3000-3999 - Benefits
	C. N/A
	D. N/A
	E. N/A
	F. 1110 - Hrly Teacher Salary
	  3000-3999 - Benefits
	G. N/A
		A. 1100 - Certificated Teacher
		  3000-3999 - Benefits
		  1100 - Cert Teacher Salary
		  3000-3999 - Benefits
		B. 1900 - Other Certificated Sa
		  3000-3999 - Benefits
		  1132 - Subs Teacher Salar
		  3000-3999 - Benefits
		C. N/A
		D. N/A
		E. N/A
		F. 1110 - Hrly Teacher Salary
		  3000-3999 - Benefits
		G. N/A

2

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

be Served:

Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

be Served:

lish Learners, Foster Youth, and/or

Scope of Services:

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

Location(s):

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

...rners, Foster Youth and	LEA-wide	All schools and grade spans

...w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchang... 20
	Modified	Modified

...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...percentage of students scoring ...progress towards the ...et/Standards Exceeded levels ...nia Assessment of Student ...Performance (CAASPP) ...in ELA and math. ...le a late bus for students who ...academic support to attend ...chool tutoring (PVHS) ...le standards aligned ...ctional materials for all ...ts. ...ue digital integration in the ...ctional setting: student ...es; Chromebooks; classroom ...h and tools and other tech ...ces. ...als and supplies to support ...ction and student success. ...S) ...e level Technology ...icians and Tech TOSAs to	Increase the percentage of students scoring at or making progress towards the Standards Met/Standards Exceeded levels on the California Assessment of Student Progress and Performance (CAASPP) assessments in ELA and math. A. Provide late busses for students who need academic support to attend after school tutoring. B. Provide instructional materials for unduplicated pupils that support ELA/math intervention, language acquisition and development for English Leaners. Integrate professional development opportunities for teachers to collaborate, develop, and master content to support the unduplicated pupils. C. Continue digital integration in the instructional setting: student devices; Chromebooks; classroom refresh and tools and other tech resources. D. Ancillary materials and supplies to	Increase the percentage of students ... or making progress towards the Star... Met/Standards Exceeded levels on t... CAASPP assessments in ELA and r... A. Provide a late bus for studen... academic support to attend a... tutoring. B. Provide instructional material... unduplicated pupils that supp... ELA/math intervention, langu... acquisition and development... Leaners. Integrate profession... development opportunities fo... to collaborate, develop, and ... content to support the undup... pupils. C. Continue digital integration in... instructional setting: student ... Chromebooks; classroom ref... tools and other tech resource... D. Ancillary materials and suppl...

rt staff in the instructional ss.	support instruction and student success.	support instruction and stude
le opportunities for students to Summer School credit ery and/or accelerated es.	E. (5) Site level Technology Technicians to support staff in the instructional process.	E. (5) Site level Technology Tec support staff in the instruction
se capacity of instructional rt for staff for both Certificated lassified to serve all students ing: English Learners, nts with Disabilities, Low e, Foster Youth.	F. Provide opportunities for students to attend Summer School credit recovery and/or accelerated courses.	F. Provide opportunities for stud attend Summer School credi and/or accelerated courses.
	G. Increase capacity of instructional support for staff for both Certificated and Classified to serve all students including: English Learners, Students with Disabilities, Low Income, and Foster Youth.	G. Increase capacity of instructi for staff for both Certificated Classified to serve all studen English Learners, Students w Disabilities, Low Income, and Youth.
	H. Provide 1 release period for EL Teacher leads to complete non-categorically restricted duties required of the English Learner Program.	H. Provide 1 release period for l leads to complete non-catego restricted duties required of t Learner Program.

xpenditures

2017-18	2018-19	2019-20
A. $40,000	A. $23,000	A. $23,000
B. $800,000	$40,000	$40,000
$482,409	B. $465,322	B. $465,322
C. $2,487,871	$522,208	$522,208
D. $14,500	$170,970	$170,970
E. $400,255	C. $2,586,000	C. $2,586,000
$582,818	D. $14,500	D. $14,500
F. $171,783	$75,000	$75,000
G. $965,887	E. $444,019	E. $457,340
	$690,016	$710,716
	F. $69,097	F. $71,170

	G. $170,240 $408,373 $206,000 $35,000 $76,000 H. $72,000	G. $175,347 $420,624 $212,180 $35,000 $78,280 H. $74,160

A. LCFF S/C - 0707
B. LCFF S/C - 0707
   LOTTERY - 1100
C. LCFF S/C - 0707
D. LCFF S/C - 0707
E. LCFF S/C - 0707
   TITLE 1 - 3010
F. LCFF S/C - 0707
G. LCFF Unrestricted - 0000
   LCFF S/C - 0707
	A. LCFF S/C - 0707
	   LCFF S/C - 0070
	B. LCFF S/C - 0707
	   LOTTERY - 6300
	   GEN FUND - 0000
	C. LCFF S/C - 0707
	D. LCFF S/C - 0707
	   LCFF S/C - 0070
	E. LCFF S/C - 0707
	   TITLE 1 - 3010
	F. LCFF S/C - 0707
	G. LCFF S/C - 0707
	   LCFF S/C - 0707
	   LCFF Unrestricted - 0000
	   LCFF S/C - 0707
	   LCFF S/C - 0707
	H. LCFF S/C - 0707
		A. LCFF S/C - 0707
		   LCFF S/C - 0070
		B. LCFF S/C - 0707
		   LOTTERY - 6300
		   GEN FUND - 0000
		C. LCFF S/C - 0707
		D. LCFF S/C - 0707
		   LCFF S/C - 0070
		E. LCFF S/C - 0707
		   TITLE 1 - 3010
		F. LCFF S/C - 0707
		G. LCFF S/C - 0707
		   LCFF S/C - 0707
		   LCFF Unrestricted - 0000
		   LCFF S/C - 0707
		   LCFF S/C - 0707
		H. LCFF S/C - 0707

A. 5817 - Transportation
B. 4100-4200 Books/Reference Materials
C. 4310-4410 - Technology Supplies
   5000-5999 - Maintenance Contracts/Consultants/Software
   6410 - Technology Equipment
D. 4300 - Materials/Supplies
E. 2400 - Clerical, Tech/Office Staff
	A. 5817 - Transportation
	   5817 - Transportation
	B. 4100-4200 - Books/Reference Materials
	   4100-4200 - Books/Reference Materials
	   4100-4200 - Books/Reference Materials
	C. 4310-4410 - Technology Supplies
		A. 5817 - Transportation
		   5817 - Transportation
		B. 4100-4200 - Books/Referer Materials
		   4100-4200 - Books/Referer Materials
		   4100-4200 - Books/Referer Materials
		C. 4310-4410 - Technology Su

Salary
   3000-3999 - Benefits
F. 2910 - Hrly Other Class Salary
   3000-3999 - Benefits
G. 1110 - Hrly Teacher Salary
   3000-3999 - Benefits
   1300 - Cert Supervisor/Admin Salary
   3000-3999 - Benefits
   2400 - Clerical, Tech/Office Staff
Salary
   3000-3999 - Benefits
   1200 - Cert Pupil Support Salary
   3000-3999 - Benefits
   1300 - Cert Supervisor/Admin Salary
   3000-3999 - Benefits

   5000-5999 - Maintenance
Contracts/Consultants/Software
   6410 - Technology Equipment
D. 4300-4400 - Materials/Supplies
   4300-4400 - Materials/Supplies
E. 2400 - Clerical, Tech/Office Staff
Salary
   3000-3999 - Benefits
   1110 - Hrly Teacher Salary
   3000-3999 - Benefits
F. 1110 - Hrly Teacher Salary
   3000-3999 - Benefits
   2910 - Hrly Other Class Salary
   3000-3999 - Benefits
G. 1200 - Cert Pupil Support Salary
   3000-3999 - Benefits
   1300 - Cert Supervisor/Admin Salary
   3000-3999 - Benefits
   2400 - Clerical, Tech/Office Staff
Salary
   3000-3999 - Benefits
   5860 - Food - Catering
   1132 - Subs Teacher Salary
   3000-3999 - Benefits
H. 1100 - Certificated Teacher Salary
   3000-3999 - Benefits

   5000-5999 - Maintenance
Contracts/Consultants/Softwa
   6410 - Technology Equipm
D. 4300-4400 - Materials/Supp
   4300-4400 - Materials/Sup
E. 2400 - Clerical, Tech/Office
Salary
   3000-3999 - Benefits
   1110 - Hrly Teacher Salary
   3000-3999 - Benefits
F. 1110 - Hrly Teacher Salary
   3000-3999 - Benefits
   2910 - Hrly Other Class Sal
   3000-3999 - Benefits
G. 1200 - Cert Pupil Support S
   3000-3999 - Benefits
   1300 - Cert Supervisor/Adm
   3000-3999 - Benefits
   2400 - Clerical, Tech/Office
Salary
   3000-3999 - Benefits
   5860 - Food - Catering
   1132 - Subs Teacher Salary
   3000-3999 - Benefits
H. 1100 - Certificated Teacher
   3000-3999 - Benefits

3

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

be Served: **Location(s):**

OR

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

be Served:	Scope of Services:	Location(s):
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, an[] Grade Spans)
ners, Foster Youth, and Low	LEA-wide	All Schools

vices

w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchange[] 20
	Modified	Modified

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
rovide resources for staff and nsure student academic success rade level standards.	Continue to provide resources for staff and unduplicated pupils to ensure student academic success in meeting grade level standards.	Continue to provide resources for sta[] unduplicated pupils to ensure student[] success in meeting grade level stand[]
le materials to support academic vement and student success. i.e. n, Edmentum, Read 180, and ANDI	A. Provide materials to support academic achievement and student success. i.e. Turnitin, Edmentum, Read 180, and the SANDI	A. Provide materials to support a[] achievement and student suc[] Turnitin, Edmentum, Read 18[] SANDI
le professional development to rict employees that support the and mission of the district to e: AVID strategies, Technology, ulum, Safety, PLCs, Cultural ivity, etc	B. Provide professional development to all district employees that support the vision and mission of the district to include: AVID strategies, Technology, Curriculum, Safety, PLCs, Cultural	B. Provide professional developr[] district employees that suppo[] and mission of the district to i[] AVID strategies, Technology, [] Curriculum, Safety, PLCs, Cu[] Sensitivity, etc

	Sensitivity, etc	

xpenditures

2017-18	2018-19	2019-20
A. $300,000 B. $175,000 $250,000 $577,274	A. $415,000 B. $285,227 $750,000	A. $415,000 B. $285,227 $772,500
A. LCFF S/C - 0707 B. LCFF Unrestricted - 0000 ONE TIME - 0002 TITLE 1 - 3010	A. LCFF S/C - 0707 B. TITLE 1 - 3010 LCFF S/C - 0707	A. LCFF S/C - 0707 B. TITLE 1 - 3010 LCFF S/C - 0707
A. 5850 - Software License B. 1100 - Cert Teacher Salary 3000-3999 - Benefits 6200 - Buildings/Improvements of Buildings 5200 - Travel and Conferences	A. 5850 - Software License B. 5200 - Travel and Conferences 1100 - Cert Teacher Salary 3000-3999 - Benefits	A. 5850 - Software License B. 5200 - Travel and Conferences 1100 - Cert Teacher Salary 3000-3999 - Benefits

by of the following table for each of the LEA's goals. Duplicate the table as needed.

New Goal, Modified Goal, or Unchanged Goal)

will graduate from high school prepared for post-secondary and career options or obtain a certificate of high sch

ʼor Local Priorities addressed by this goal:

es: 4, 5, 7, 8

es:

Need:

:t did not meet the goal of maintaining a graduation rate between 92%-94%. Overall the 2016-17 graduate cohort decreas
o a change in how the graduation rate is being calculated. The State of California changed the calculation based on findi
ent of Education. The new calculation is estimated to affect graduation rates for all districts by 2%-3%. The new calculati
t are enrolled adult education and now counts them as dropouts. A decrease in the white population occurred by (2%) an
he new calculation. The only decrease prior to the new calculation occurred with the EL population (4.7%). The district s
graduation rate for SWD (6.4%), Foster Youth (12.7%), and African American (1%).
G completion rate in 2016-17 decreased 1.9% from 37.9% to 36%. This decrease indicates the need to continue to enga
nts and parents in activities that support completion of the high school graduation requirements. One school site showed
ecrease, while the other schools either remained flat or showed a small increase.
strict AP pass rate in 2016-17 decreased by 5.3% from 30.9% to 25.6%. The district enrollment in AP courses has increa
hough we have seen an increase in enrollment in AP courses, the number of students scoring 3 or high has not increased
This would indicate that students have had increased access to rigorous courses, but additional interventions and support
nprove success on the AP exams.
 our students are scoring college ready or conditionally ready in ELA, up from 47% in 2015-16. In comparison, only 18.2%
college ready or college ready conditional in math.
 of 12th grade students completed a CTE course during the 4 years of high school. Maintaining at least a 95% or higher c
nd encouraging students to complete two or more courses in a pathway with continue to be a focus area for the district.
of students receiving free or reduced lunch at school, the high need of our students indicates the importance that the dist
support and encourage parents to fill out the FAFSA to improve funding options for students to attend college. In 2016-2

students completed the FAFSA, a decrease of 2.8% from 72.8% to 70%. This decrease indicates a greater effort to reach
educate them on the importance of filling out the FAFSA. Many of our families do not understand the importance of this p
de greater opportunities to access further education.
half the student population comes from families that do not have a college degree. There is a high need to provide interv
nd supports to give students better access to college information and courses. AVID provides tools and develops skills ne
be successful in post-secondary education. AVID enrollment increased by 12% in 2017-2018 from 1880 student to 2105 s

Annual Measurable Outcomes

cators	Baseline	2017-18	2018-19	2019-20
Rate:	Local Graduation Rate: 92.1% Dashboard Rate (2014-15): 87.0% Dashboard Performance Level: Green SWD: 59.2% ● Dashboard Performance Level: Red White: 89.4% ● Dashboard Performance Level: Orange	Graduation Rate: 90.1% Dashboard Performance: Yellow SWD Graduation Rate: 73.9% ● Dashboard Performance Level: Yellow White Graduation Rate: 91.7% ● Dashboard Performance Level: Orange African American: 92% ● Dashboard Performance Level: Green Foster Youth: 72% ● Dashboard Performance Level: Yellow	Maintain rate between 92%-94% annually Dashboard Performance: Green SWD: Increase by 2% (75.9%) ● Dashboard Performance Level: Yellow White: Increase by 1% (92.7%) ● Dashboard Performance Level: Green African American: Increase by 1% (93%) ● Dashboard Performance Level: Green Foster Youth: Increase by 1% (73%) ● Dashboard Performance Level: Yellow	Maintain rate between 9 annually Dashboard Performance SWD: Increase 2% (77.9 ● Dashboard Per Level: Yellow White: Increase by 1% (● Dashboard Per Level: Green African American: Increa (93%) ● Dashboard Per Level: Green Foster Youth: Increase b ● Dashboard Per Level: Yellow
tion	Local A-G Completion Rate (2015-16): 37.9%	A-G completion 36%	Increase rate by 5% (Target 41%)	Increase rate by 5% (Ta

	Local Pass Rate (2015-16): 30.9%	AP Pass Rate 25.62%	Increase rate by 3% (from 25.6 to 28.6%)	Increase rate by 3% (fro 31.6%)
dents	Local EAP ELA Scores (2015-16): 16% College Ready 31% College Ready-Conditional Local EAP Math Scores (2015-16): 4% College Ready 17% College Ready-Conditional	ELA Scores 20.1% College Ready 34% College Ready Conditional Math Scores 3.6% College Ready 14.6 % College Ready Conditional	Increase ELA Scores by 3% (from 20.1%-23.1% College Ready) (from 34%-37% College Ready Conditional) Increase EAP Math Score by 3%: (from 3.6%-6.6% College Ready) (14.6%-17.6% College Ready Conditional)	Increase ELA Scores by (from 23.1%-26.1% Coll (from 37%-40% College Conditional) Increase EAP Math Sco (from 6.6-9.6% College (17.6%-20.6% College F Conditional)
dents	Local CTE Course Completion 2015-16): 95.16%	12th grade CTE Course Completion 95%	Maintain rate of 95% or higher	Maintain rate of 95% or
pletion: dents	Local FAFSA Completion Rate (2015-16): 72.8%	FAFSA Completion 70%	Increase rate by 5% (Target 75%)	Increase rate by 5% (Ta
pation: sive of s g: EL,	Local AVID Participation Rate (2015-16): 1880 students	AVID Enrollment 2105	Maintain AVID enrollment between 2100-2200	Maintain AVID enrollmen 2100-2200

l Actions / Services

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

1

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

...be Served:	Location(s):
...Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

...be Served:	Scope of Services:	Location(s):
...lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and... Grade Spans)
...ner, Foster Youth, and Low	LEA-wide	All Schools and Grade Spans

...vices

...w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchange... 20
	Modified	Modified

...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...ccess to courses (including ...l opportunities for tutoring and ... Special emphasis placed on ...s for unduplicated students ...h exceptional needs, due in ...rease in the instructional day ...s in 2015-16. ...er/mentoring programs for ...onnect to adults and to	2a. Maintain the percentage of students meeting high school graduation requirements between 92%-94% annually A. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in	2a. Maintain the percentage of studen... high school graduation requirements 92%-94% annually A. Increase access to courses (incluc electives) and opportunities for tutorir advancement. Special emphasis plac... course access for unduplicated stude... those with exceptional needs, due in increase in the instructional day by 25

er readiness mindset.	2015-16.	2015-16.
ummer Bridge program for uild prerequisite skills.	B. Develop peer/mentoring programs for students to connect to adults and to develop career readiness mindset.	B. Develop peer/mentoring programs students to connect to adults and to c career readiness mindset.
ortunities for teachers to use ications, build relevance and gement through professional	C. Create a Summer Bridge program for students to build prerequisite skills.	C. Create a Summer Bridge program to build prerequisite skills.
dents opportunity to attend ool for remediation, and grade improvement.	D. Create opportunities for teachers to use practical applications, build relevance and student engagement through professional development.	D. Create opportunities for teachers t practical applications, build relevance student engagement through profess development.
plementation of Common eneration Science Standards egies through text support in acher professional and curriculum materials.	E. Support implementation of Common Core Next Generation Science Standards (NGSS) strategies through text support in the form of teacher professional development and curriculum materials.	E. Support implementation of Commo Next Generation Science Standards (strategies through text support in the teacher professional development an materials.
strict professional in the area of Common Core ion Science Standards gh the hiring of a district her on Special Assignment	F. Support district professional development in the area of Common Core Next Generation Science (NGSS) through the hiring of a district Science Teacher on Special Assignment (TOSA) with a focus on instructional strategies that support unduplicated pupils.	F. Support district professional develo the area of Common Core Next Gene Science (NGSS) through the hiring of Science Teacher on Special Assignm with a focus on instructional strategie support unduplicated pupils.
ransportation for extra 25 min	G. Increase transportation for extra 25 min	G. Increase transportation for extra 2
	H. Provide students not meeting high school graduation requirements with alternative options for credit recovery.	H. Provide students not meeting high graduation requirements with alternat for credit recovery.

xpenditures

2017-18	2018-19	2019-20
A. $3,108,944	A. $4,174,883	A. $4,300,129

B. $0	$38,000	$38,000
C. $0	B. $0	B. $0
D. $0	C. $0	C. $0
E. $0	D. $0	D. $0
F. $0	E. $0	E. $0
G. $209,363	F. $146,579	F. $150,976
H. $805,000	G. $3,368,892	G. $3,368,892
	H. $98,000	H. $99,440

A. Unrestricted LCFF - 0000	A. LCFF S/C - 0707
	    LCFF S/C - 0707
		A. LCFF S/C - 0707
		    LCFF S/C - 0707

B. N/A	B. N/A	B. N/A
C. N/A	C. N/A	C. N/A
D. N/A	D. N/A	D. N/A
E. N/A	E. N/A	E. N/A
F. N/A	F. LCFF S/C - 0707	F. LCFF S/C - 0707
G. LCFF S/C - 0707	G. LCFF S/C - 0707	G. LCFF S/C - 0707
H. LCFF S/C - 0707	H. LCFF S/C - 0707	H. LCFF S/C - 0707

A.1100 - Cert Teacher Salary
   3000-3999 - Benefits
	A.1100 - Cert Teacher Salary
	   3000-3999 - Benefits
	   2120 - OT Inst Aide Salary
	   3000-3999 - Benefits
	   1110 - Cert Teacher Salary
	    3000-3999 - Benefits
	   2110 - Hrly Inst Aide Salary
	   3000-3999 - Benefits
		A.1100 - Cert Teacher Salary
		   3000-3999 - Benefits
		   2120 - OT Inst Aide Salary
		   3000-3999 - Benefits
		   1110 - Cert Teacher Salary
		    3000-3999 - Benefits
		   2110 - Hrly Inst Aide Salary
		   3000-3999 - Benefits

B. N/A	B. N/A	B. N/A
C. N/A	C. N/A	C. N/A
D. N/A		
E. N/A		
F. N/A		
G. 1100 - Cert Teacher Salary 3000-3999 - Benefits		
H. 5817 - Transportation Services		

	D. N/A	D. N/A
	E. N/A	E. N/A
	F. 1900 - Other Certificated Salary 3000-3999 - Benefits	F. 1900 - Other Certificated Salary 3000-3999 - Benefits
	G. 5117 - Transportation	G. 5117 - Transportation
	H.1120 - Ex Duty Teacher Salary 3000-3999 - Benefits 6200 - Buildings & Improvements of Buildings	H.1120 - Ex Duty Teacher Salary 3000-3999 - Benefits 6200 - Buildings & Improvements

2

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

be Served: Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

be Served: lish Learners, Foster Youth, and/or Low	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/o Grade Spans)
ners, Foster Youth, and Low	LEA-wide	All Schools

vices

w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged

	Modified	Modified
...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...ourse audits to align with A-G ...n requirements. ...variety of pathways for ...ake up credits ...udent transcripts every ...nsure access and enrollment ...h grade through 12th grade). ...iddle school transcripts every ...he middle school to promote ...ss and readiness to access ...o high school. ...VID electives districtwide. ...l High School Counselors ...2015-16	2b. Increase A-G completion by 3% annually A. Increase course audits to align with A-G and graduation requirements. B. Provide a variety of pathways for students to make up credits C. Analyze student transcripts every semester to ensure access and enrollment (starting at 9th grade through 12th grade). D. Analyze middle school transcripts every semester at the middle school to promote A-G awareness and readiness to access upon entry into high school. E. Expand AVID electives districtwide F. Continue to fund 3 additional High School Counselors	2b. Increase A-G completion by 3% an... A. Increase course audits to align with ...graduation requirements. B. Provide a variety of pathways for stu...make up credits C. Analyze student transcripts every se...ensure access and enrollment (starting...grade through 12th grade). D. Analyze middle school transcripts ev...semester at the middle school to promo...awareness and readiness to access up...into high school. E. Expand AVID electives districtwide F. Continue to fund 3 additional High S...Counselors G. 3 College and Career Readiness Co...each comprehensive high school

...xpenditures

2017-18	2018-19	2019-20
A. $0 B. $0 C. $26,000 D. $0 E. $0	A. $0 B. $0 C. $26,000 D. $0 E. $0	A. $0 B. $0 C. $26,000 D. $0 E. $0

F. $447,947	F. $1,055,933	F. $1,087,610 G. $407,422
A. N/A B. N/A C. LCFF S/C - 0707 D. N/A E. N/A F. LCFF S/C - 0707	A. N/A B. N/A C. LCFF S/C - 0707 D. N/A E. N/A F. LCFF S/C - 0707	A. N/A B. N/A C. LCFF S/C - 0707 D. N/A E. N/A F. LCFF S/C – 0707 G. LCFF S/C - 0707

A. N/A
B. N/A
C. 5800 - Professional/Consulting Services
D. N/A
E. N/A
F. 1200 - Cert Pupil Support Salary
  3000-3999 - Benefits
	A. N/A
	B. N/A
	C. 5800 - Professional/Consulting Services
	D. N/A
	E. N/A
	F. 1200 - Cert Pupil Support Salary
	  3000-3999 - Benefits
		A. N/A
		B. N/A
		C. 5800 - Professional/Consul
		Services
		D. N/A
		E. N/A
		F. 1200 - Cert Pupil Support S
		  3000-3999 – Benefits
		G. 1200 - Cert Pupil Support S
		  3000-3999 – Benefits

3

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

be Served:

Students with Disabilities, or Specific Student Groups)

Location(s):

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

All Schools and Grade Spans

OR

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

be Served: **Scope of Services:**   **Location(s):**

	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or S... Spans)
lish Learners, Foster Youth, and/or		

...vices

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

...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...de, 10th grade, and 11th grade ...ack to complete A-G ...are given the opportunity to ...T. ...aking AP courses will have ...to take the AP exams to ...redit *(cost included with item* ...rvices for GATE students ...heir social/emotional ...upports and interventions for ...reparing for AP exams.	2c. Increase AP enrollment/pass rate by 3% A. All 8th grade, 10th grade, and 11th grade students on track to complete A-G requirements are given the opportunity to take the PSAT. B. Students taking AP courses will have opportunities to take the AP exams to earn college credit *(cost included with item 3A).* C. Provide services for GATE students that support their social/emotional attributes. D. Provide supports and interventions for AP students preparing for AP exams. E. Increase AP enrollment offerings and participation for students to earn college credit and gain exposure to college course rigor *(cost included in Action 3).*	2c. Increase AP enrollment/pass rate by 3% A. All 8th grade, 10th grade, and 11th grad... on track to complete A-G requirements are... opportunity to take the PSAT. B. Students taking AP courses will have op... to take the AP exams to earn college credit... *included with item 3A).* C. Provide services for GATE students that... their social/emotional attributes. D. Provide supports and interventions for A... preparing for AP exams. E. Increase AP enrollment offerings and p... for students to earn college credit and gain... to college course rigor *(cost included in Ac...*

...xpenditures

2017-18	2018-19	2019-20

A. $180,000
B. $0
C. $13,843
D. $0
	A. $180,000
	B. $60,000
	   $30,000
	C. $44,012
	D. $0
	E. $0
		A. $180,000
		B. $60,900
		   $30,000
		C. $45,332
		D. $0
		E. $0

A. LCFF S/C - 0707 B. N/A C. LCFF S/C - 0707 D. N/A	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. N/A E. N/A	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. N/A E. N/A

A. 4300 - Materials/Supplies
B. N/A
C. 1940 - Stipends Other Cert Salary
   3000-3999 - Benefits
D. N/A
	A. 4300 - Materials/Supplies
	B. 5802 - Other Professional Services
	   1120 - Ex Duty Teacher Salary
	   3000-3999 - Benefits
	   4300-4400 - Materials/Supplies
	C. 1940 - Stipends Other Cert Salary
	   3000-3999 - Benefits
	   4300-4400 - Materials/Supplies
	D. N/A
	E. N/A
		A. 4300 - Materials/Supplies
		B. 5802 - Other Professional Service
		   1120 - Ex Duty Teacher Salary
		   3000-3999 - Benefits
		   4300-4400 - Materials/Supplies
		C. 1940 - Stipends Other Cert Salary
		   3000-3999 - Benefits
		   4300-4400 - Materials/Supplies
		D. N/A
		E. N/A

4

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

be Served: Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:		
be Served: lish Learners, Foster Youth, and/or	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/o Grade Spans)

vices

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

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ual Enrollment offerings and or students to earn college n exposure to college course	2d. Increase the percent of high school juniors meeting or exceeding the standard on the ELA and Math component of the high school CAASPP assessments	2d. Increase the percent of high school meeting or exceeding the standard on t Math component of the high school CA assessments
P enrollment offerings and or students to earn college n exposure to college course *luded in Action 3).*	A. Increase Dual Enrollment offerings and participation for students to earn college credit and gain exposure to college course rigor.	A. Increase Dual Enrollment offerings a participation for students to earn colleg gain exposure to college course rigor.
ccess to courses (including l opportunities for tutoring and . Special emphasis placed on s for unduplicated students h exceptional needs, due in rease in the instructional day s in 2015-16 *(cost included in*	B. Increase AP enrollment offerings and participation for students to earn college credit and gain exposure to college course rigor *(cost included in Action 3).* C. Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25	B. Increase AP enrollment offerings an participation for students to earn colleg gain exposure to college course rigor *(* *included in Action 3).* C. Increase access to courses (includin and opportunities for tutoring and adva Special emphasis placed on course acc unduplicated students and those with e needs, due in part to the increase in the instructional day by 25 minutes in 2015

	minutes in 2015-16 *(cost included in Action 1)*	*included in Action 1)*

xpenditures

2017-18	2018-19	2019-20
A. $20,000 B. $0 C. $0	A. $20,000 B. $0 C. $0	A. $20,000 B. $0 C. $0
A. LCFF S/C - 0707 B. N/A C. N/A	A. LCFF S/C - 0707 B. N/A C. N/A	A. LCFF S/C - 0707 B. N/A C. N/A
A. 5802 - Other Professional Services B. N/A C. N/A	A. 5802 - Other Professional Services B. N/A C. N/A	A. 5802 - Other Professional Servi B. N/A C. N/A

5

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

be Served: Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

be Served: lish Learners, Foster Youth, and/or	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 S Spans)
ner, Foster Youth, and Low	LEA-wide	All Schools

...w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for ...
	Modified	Modified
...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...reer Technical Education ...udent's grade 7-12. ...nrollment in CTE Pathways. ...vill participate in annual ...llege and career ...will work with students on an ...on career/academic planning ...d evening workshops) ...udents in extracurricular ...ide the school day to gain ...ost high school career ...r of Educational Services to ...outreach, expansion of CTE ...ovide curriculum ...and support Articulation ...vith local community college.	2e. Increase CTE pathway enrollment/completion by 3% annually A. Expand Career Technical Education options for student's grade 7-12. B. Increase enrollment in CTE Pathways. C. Students will participate in annual grade level college and career assessments. D. Counselor will work with students on an annual basis on career/academic planning (Saturday and evening workshops). E. Engage students in extracurricular activities outside the school day to gain exposure to post high school career options. F. Coordinator of Educational Services to support CTE outreach, expansion of CTE programs, provide curriculum development and support Articulation Agreements with local community college.	2e. Increase CTE pathway enrollment/con... 3% annually A. Expand Career Technical Education op... student's grade 7-12. B. Increase enrollment in CTE Pathways. C. Students will participate in annual grad... college and career assessments. D. Counselor will work with students on an... basis on career/academic planning (Satur... evening workshops). E. Engage students in extracurricular activ... outside the school day to gain exposure to ... school career options. F. Coordinator of Educational Services to ... CTE outreach, expansion of CTE program... curriculum development and support Artic... Agreements with local community college.

...xpenditures

2017-18	2018-19	2019-20

A. $180,000
  $91,000
	A. $93,428
	  $160,000
		A. $96,231
		  $160,000

$69,000 $1,109,919 B. $590,988 C. $90,000 D. $50,000 E. $65,000 $60,000 F. $92,170	B. $709,994 C. $26,000 D. $50,000 E. $50,958 $65,000 $60,000 F. $92,780	B. $709,994 C. $26,000 D. $50,000 E. $52,487 $65,000 $60,000 F. $95,563

A. LCFF S/C - 0707
    LCFF S/C - 0707
    LCFF S/C - 0707
    CTEIG - 6387
 B. LCFF S/C - 0707
 C. LCFF S/C - 0707
 D. LCFF S/C - 0707
 E. LCFF S/C - 0707
    LCFF S/C - 0707
 F. LCFF S/C - 0707
	A. LCFF S/C - 0707
	    LCFF S/C - 0707
	    LCFF S/C - 0070
	 B. LCFF S/C - 0707
	 C. LCFF S/C - 0707
	 D. LCFF S/C - 0707
	 E. LCFF S/C - 0707
	    LCFF S/C - 0707
	 F. LCFF S/C - 0707
		A. LCFF S/C - 0707
		    LCFF S/C - 0707
		    LCFF S/C - 0070
		 B. LCFF S/C - 0707
		 C. LCFF S/C - 0707
		 D. LCFF S/C - 0707
		 E. LCFF S/C - 0707
		    LCFF S/C - 0707
		 F. LCFF S/C - 0707

A. 6200 - Buildings/Improvement of Buildings
    4300-4400 - Materials/Supplies
    4300-4400 - Materials/Supplies
 B. 5100 - Subagreements for Services
 C. 1300 - Cert Supervisor/Admin Salary
    3000-3999 - Benefits
 D 5117 - Transportation Services
 E. 5802 - Other Professional Services
    4300-4400 - Materials/Supplies
 F. 1300 - Cert Supervisor/Admin Salary
    3000-3999 - Benefits
	A. 1100 - Certificated Teacher Salary
	    3000-3999 - Benefits
	    4300-4400 - Materials/Supplies
	    4300-4400 - Materials/Supplies
	 B. 5100 - Subagreements for Services
	 C. 5802 - Other Professional Services
	 D 5117 - Transportation Services
	 E. 2400 - Clerical, Tech and Office Staff Salary
	    3000-3999 - Benefits
	    5802 - Other Professional Services
	    4300-4400 - Materials/Supplies
	 F. 1300 - Cert Supervisor/Admin Salary
		A. 1100 - Certificated Teacher Salar
		    3000-3999 - Benefits
		    4300-4400 - Materials/Supplies
		    4300-4400 - Materials/Supplies
		 B. 5100 - Subagreements for Servic
		 C. 5802 - Other Professional Servic
		 D 5117 - Transportation Services
		 E. 2400 - Clerical, Tech and Office S
		    3000-3999 - Benefits
		    5802 - Other Professional Servic
		    4300-4400 - Materials/Supplies
		 F. 1300 - Cert Supervisor/Admin Sa
		    3000-3999 - Benefits

	3000-3999 - Benefits	

6

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

be Served:	Location(s):
Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

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

be Served:	Scope of Services:	Location(s):
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or S Spans)

vices

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

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
e college and career vents to include; Kickoff to ege Signing Day, and FAFSA cognition.	2f. Increase district FAFSA completion by 5% annually	2f. Increase district FAFSA completion by annually
rkshops for parents provided unsolors, community college nd senior teachers.	A. Districtwide college and career awareness events to include; Kickoff to College, College Signing Day, and FAFSA completion recognition.	A. Districtwide college and career awarene to include; Kickoff to College, College Sign and FAFSA completion recognition.
	B. FAFSA workshops for parents provided	B. FAFSA workshops for parents provided counselors, community college counselors

| College field trips that hops provided by community ial aid counselors | by district counselors, community college counselors, and senior teachers.

C. Community College field trips that include workshops provided by community college financial aid counselors | senior teachers.

C. Community College field trips that includ workshops provided by community college aid counselors |

xpenditures

2017-18	2018-19	2019-20

A. $25,000
B. $14,000
C. $10,000
	A. $60,000
	   $50,000
	B. $14,000
	C. $10,000
		A. $60,000
		   $51,500
		B. $14,420
		C. $10,000

A. LCFF S/C - 0707
B. LCFF S/C - 0707
C. LCFF S/C - 0707
	A. LCFF S/C - 0707
	   LCFF S/C - 0707
	B. LCFF S/C - 0070
	C. LCFF S/C - 0070
		A. LCFF S/C - 0707
		   LCFF S/C - 0707
		B. LCFF S/C - 0070
		C. LCFF S/C - 0070

A. 4300-4400 - Materials/Supplies
B. 1120 - Ex Duty Teacher Salary
   3000-3999 - Benefits
C. 5200 - Travel and Conferences
	A. 4300-4400 - Materials/Supplies
	   1120 - Ex Duty Teacher Salary
	   3000-3999 - Benefits
	B. 1120 - Ex Duty Teacher Salary
	   3000-3999 - Benefits
	C. 5200 - Travel and Conferences
		A. 4300-4400 - Materials/Supplies
		   1120 - Ex Duty Teacher Salary
		   3000-3999 - Benefits
		B. 1120 - Ex Duty Teacher Salary
		   3000-3999 - Benefits
		C. 5200 - Travel and Conferences

7

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

be Served:
Students with Disabilities, or Specific Student Groups)

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

OR

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

…be Served:	Scope of Services:	Location(s):
…lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Spans)
…rners, Foster Youth, and	LEA-wide	All Schools and grade span

…vices

…w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged fo…
	Modified	Modified

…ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
…nd recruiting of prospective …s to enroll in AVID.	2g. Maintain student enrollment in AVID.	2g. Maintain student enrollment in AVID.
…e number of students …due to course access.	A. Outreach and recruiting of prospective AVID students to enroll in AVID.	A. Outreach and recruiting of prospective… students to enroll in AVID.
…mer Institute training and …aining for content area	B. Reduce the number of students exiting AVID due to course access.	B. Reduce the number of students exiting… to course access.
…ofessional development and … implementation and daily …nstructional strategies for all …COR-Writing, Inquiry, …, Organization and …y instruction.	C. AVID Summer Institute training and Write Path Training for content area teachers.	C. AVID Summer Institute training and W… Training for content area teachers.
…dary and career	D. Provide professional development and support in the implementation and daily use of AVID instructional strategies for all teachers (WICOR-Writing, Inquiry, Collaboration, Organization and Reading) daily instruction.	D. Provide professional development and… the implementation and daily use of AVID… instructional strategies for all teachers (W… Writing, Inquiry, Collaboration, Organizat… Reading) daily instruction.
	E. Postsecondary and career opportunities (college visits, interview clinics)	E. Postsecondary and career opportunitie… visits, interview clinics)

(college visits, interview	F. AVID Tutor Cost and benefits	F. AVID Tutor Cost and benefits

xpenditures

2017-18	2018-19	2019-20
$804,097	A. $86,549 B. $100,000 C. $125,000 D. $15,000 E. $0 F. $453,021	A. $89,145 B. $100,000 C. $125,000 D. $15,450 E. $0 F. $466,612
LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. N/A F. LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. N/A F. LCFF S/C - 0707

2910 - Hrly Other Class Salary
3000-3999 - Benefits
4300-4400 - Materials/Supplies
5200 - Travel and Conferences
	A. 1100 - Cert Teacher Salary
	   3000-3999 - Benefits
	B. 4300-4400 - Materials/Supplies
	C. 5200 - Travel and Conferences
	D. 1940 - Stipends Other Cert Salary
	   3000-3999 - Benefits
	E. N/A
	F. 2910 - Hrly Other Class Salary
	   3000-3999 - Benefits
		A. 1100 - Cert Teacher Salary
		   3000-3999 - Benefits
		B. 4300-4400 - Materials/Supplies
		C. 5200 - Travel and Conferences
		D. 1940 - Stipends Other Cert Salary
		   3000-3999 - Benefits
		E. N/A
		F. 2910 - Hrly Other Class Salary
		   3000-3999 - Benefits

y of the following table for each of the LEA's goals. Duplicate the table as needed.

Jew Goal, Modified Goal, or Unchanged Goal)

ents and sites will provide a safe and positive environment for staff and students.

'or Local Priorities addressed by this goal:

es: 1, 5, 6
es: Climate Survey

Need:

e is a need to focus on reducing the district wide suspension rate specifically Students with Disabilities and African Americ
e is a need to reduce the Expulsion Rate, the Middle School Dropout Rate and High School Dropout Rate
e is a need to increase the Attendance Rate currently 92.50% and to reduce Chronic Absenteeism Rate currently 17.1%
e is a need to continue to support sites in maintaining a high level of safety and drug free environment currently at 100% p
oliance

Annual Measurable Outcomes

icators	Baseline	2017-18	2018-19	2019-2
Rate:	Local Suspension Rate (15/16): 8.5%	Current Rate: 7.3% Dashboard Status level: High Dashboard Performance: Orange	Decrease rate by 2.5% Dashboard Status level: Medium Dashboard Performance: Yellow	Decrease rate by 2.5% Dashboard Status lev Dashboard Performan
Rate: n	Local Suspension Rate (15/16): 15.27%	Current Rate: 14.7% Dashboard Status level: Declined Dashboard Change: Orange	Decrease rate by 1% Dashboard Status level: Declined Dashboard Performance: Orange	Decrease rate by 1% Dashboard Status lev Dashboard Performan
Rate: sabilities	Local Suspension Rate (15/16): 16.94%	Current Rate: 14.3% Dashboard Status level: Declined	Decrease rate by 1% Dashboard Status level: Declined	Decrease rate by 1% Dashboard Status lev

		Dashboard Change: Orange	Dashboard Performance: Orange	Dashboard Performan
	Local Indicator Rate (15/16): .01%	Local Indicator Rate: .1% expulsion rate (.002%)	Maintain less than .1% expulsion rate	Maintain less than .1% rate
ropout	Local Dropout Rate (15/16): .02%	Local Dropout Rate: .1% MS dropout rate (.007%)	Maintain less than .1% MS dropout rate	Maintain less than .1% rate
pout Rate	Local Drop Out Rate (15/16): 5.7%	5% HS dropout rate	Maintain less than 5% HS dropout rate	Maintain less than 5% rate
Rate	Local Attendance Rate (15/16): 92.92%	Local Attendance Rate (17/18) 92.50% Dashboard Status level: Medium Dashboard Performance: Yellow	Increase rate by 2.5% Dashboard Status level: Low Dashboard Performance: Green	Increase rate by 2.5% Dashboard Status leve Dashboard Performan
eeism	Local Indicator Rate (15/16): 19.4%	Local Indicator Rate (17/18): 17.1% Dashboard Status level: Medium Dashboard Performance: Yellow	Decrease rate by 2.5% Dashboard Status level: Low Dashboard Performance: Green	Decrease rate by 2.5% Dashboard Status leve Dashboard Performan
s Report: d ies	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero	Local Indicator: Incidents: zero
Survey	Local Indicator: California Healthy Kids Survey Survey conducted in 2016-2017	Local Indicator: California Healthy Kids Survey Student responses: 4,259	Local Indicator: California Healthy Kids Survey Increase participation to 3%	Local Indicator: California Healthy Kids Increase participation

l Actions / Services

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

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

be Served:	Location(s):
Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

be Served:	Scope of Services:	Location(s):
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/ Grade Spans)
rners, Foster Youth and Low	LEA-wide	All Schools

vice

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

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
oactive classroom PBIS ool-wide positive behavioral and supports (SW-PBIS) eate systems to support uding explicit professional supportive and data-driven d staff recognition. me for district and site staff to mplementation of behavioral	Implement proactive classroom PBIS practices, school-wide positive behavioral interventions and supports (SW-PBIS) teams that create systems to support teachers, including explicit professional development, supportive and data-driven coaching, and staff recognition. A. Planning time for district and site staff to refine/revise implementation of behavioral	Implement proactive classroom PBIS school-wide positive behavioral interve supports (SW-PBIS) teams that create to support teachers, including explicit professional development, supportive driven coaching, and staff recognition. A. Planning time for district and site st refine/revise implementation of behavi support system.

m.	support system.	B. Ongoing training for district and site [...] PBIS and Restorative Practices.
[tr]aining for district and site staff [...] Restorative Practices.	B. Ongoing training for district and site staff in PBIS and Restorative Practices.	C. Provide PBIS signs/posters to sites [...] in classrooms and on campus.
[P]BIS signs/posters to sites to [cla]ssrooms and on campus.	C. Provide PBIS signs/posters to sites to display in classrooms and on campus.	D. Provide small group or individual su[pport to] students that struggle to meet behavio[ral] expectations.
[sm]all group or individual support [th]at struggle to meet behavioral	D. Provide small group or individual support to students that struggle to meet behavioral expectations.	E. Training site administration to cond[uct post] suspension meetings with students an[d parents] including developing and implementing [the use] of Behavior Contracts.
[si]te administration to conduct [sess]ion meetings with students and [inclu]ding developing and [using] the use of Behavior Contracts.	E. Training site administration to conduct post suspension meetings with students and parents including developing and implementing the use of Behavior Contracts.	F. Assemble a committee that will inclu[de] students, staff and parents to discuss [and] identify specific behavioral supports ne[eded at] each site to support African American [students] and Students With Disabilities.
[Assemble] a committee that will include [staf]f and parents to discuss [specif]ic behavioral supports needed [to] support African American [students/Students With Disabilities.	F. Assemble a committee that will include students, staff and parents to discuss and identify specific behavioral supports needed at each site to support African American students and Students With Disabilities.	G. Provide an alternative to suspensio[n program] for students.
	G. Provide an alternative to suspension program for students.	

xpenditures

2017-18	2018-19	2019-20	
A. $0 B. $15,000 C. $10,000 D. $47,500 E. $0 F. $0	A. $0 B. $15,000 C. $12,500 D. $75,000 E. $0 F. $0 G. $30,000	A. $0 B. $15,000 C. $12,500 D. $75,000 E. $0 F. $0 G. $30,000	
A. N/A	A. N/A	A. N/A	

B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. N/A F. N/A	B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. N/A F. N/A G. TITLE 1 - 3010	B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. N/A F. N/A G. TITLE 1 - 3010

A. N/A
B. 5802 - Other Professional Services
C. 4300-4400 - Materials/Supplies
D. 5802 - Other Professional Services
    4300-4400 - Materials/Supplies
E. N/A
F. N/A
	A. N/A
	B. 5802 - Other Professional Services
	C 5802 - Other Professional Services
	D. 5802 - Other Professional Services
	    5850 - Software Licenses
	E. N/A
	F. N/A
	G. 5802 - Other Professional Services
		A. N/A
		B. 5802 - Other Professional Servi
		C 5802 - Other Professional Servi
		D. 5802 - Other Professional Serv
		    5850 - Software Licenses
		E. N/A
		F. N/A
		G. 5802 - Other Professional Servi

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

2

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

be Served: Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

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

be Served: lish Learners, Foster Youth, and/or	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 Spans)

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

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
nentation of behavioral support ents that are at-risk for dropping ntified.	A. Via implementation of behavioral support system, students that are at-risk for dropping out will be identified.	A. Via implementation of behavioral suppo students that are at-risk for dropping out w identified.
entified at-risk students with mall group or individual setting vidual student need	B. Provide identified at-risk students with support in a small group or individual setting based on individual student need	B. Provide identified at-risk students with small group or individual setting based on student need
aturday School instructional udents needing academic	C. Provide Saturday School instructional support for students needing academic support.	C. Provide Saturday School instructional s students needing academic support.
students and parents that are ally absent or about to become	D. Meet with students and parents that are either chronically absent or about to become so.	D. Meet with students and parents that are chronically absent or about to become so.
pport and resources to ts that are in need.	E. Provide support and resources to student/parents that are in need.	E. Provide support and resources to stude that are in need.

2017-18	2018-19	2019-20
A. $0 B. $141,671 C. $25,000 D. $0 E. $0	A. $0 B. $200,439 C. $0 D. $0 E. $15,000	A. $0 B. $200,439 C. $0 D. $0 E. $15,000
A. N/A	A. N/A	A. N/A

B. LCFF S/C - 0707	B. LCFF S/C - 0707	B. LCFF S/C - 0707
C. Title I	C. N/A	C. N/A
D. N/A	D. N/A	D. N/A
E. N/A	E. LCFF S/C - 0707	E. LCFF S/C - 0707
A. N/A	A. N/A	A. N/A
B. 1200 - Cert Pupil Support Salary 3000-3999 - Benefits	B. 2900 - Other Classified Salary 3000-3999 - Benefits	B. 2900 - Other Classified Salary 3000-3999 - Benefits
C. 1120 Cert. Salaries 3000-3999 Benefits	C. N/A	C. N/A
D. N/A	D. N/A	D. N/A
E. N/A	E. 1140 - Stipends Teacher Salary 3000-3999 - Benefits	E. 1140 - Stipends Teacher Salary 3000-3999 - Benefits

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

3

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

be Served:
Students with Disabilities, or Specific Student Groups)

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

	All Schools and Grade Spans

OR

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

be Served:
lish Learners, Foster Youth, and/or Low

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

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

vice

w, Modified, or Unchanged for | Select from New, Modified, or Unchanged for | Select from New, Modified, or Unchanged fo

	Unchanged	Unchanged
ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
s and knowledge of school staff ty partners to understand what ice is and use data to take a e, tiered approach to improving racking of attendance by using tendance program to identify are chronically absent from positive incentive programs es based on improving ites e Specialists (2) will track and nt attendance. They will e visits and participate in SART eetings with students and he specific purpose of focusing obstacles and providing support s for students that struggle to on a regular and consistent	Build the skills and knowledge of school staff and community partners to understand what chronic absence is and use data to take a comprehensive, tiered approach to improving attendance. A. Accurate tracking of attendance by using Attention 2 Attendance program to identify students that are chronically absent from school B. Implement positive incentive programs offered for sites based on improving attendance rates C. Attendance Specialists (2) will track and monitor student attendance. They will conduct home visits and participate in SART and SARB meetings with students and parents with the specific purpose of focusing on removing obstacles and providing support and resources for students that struggle to attend school on a regular and consistent basis.	Build the skills and knowledge of sch and community partners to understar chronic absence is and use data to ta comprehensive, tiered approach to in attendance. A. Accurate tracking of attendance by Attention 2 Attendance program to ide students that are chronically absent fi B. Implement positive incentive progr offered for sites based on improving a rates C. Attendance Specialists (2) will trac monitor student attendance. They wil home visits and participate in SART a meetings with students and parents v specific purpose of focusing on remov obstacles and providing support and for students that struggle to attend sc regular and consistent basis.

xpenditures

2017-18	2018-19	2019-20
A. $80,000 B. $20,000	A. $80,000 B. $20,000	A. $80,000 B. $20,000

C. $121,205	C. $134,161	C. $134,161
A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707

A. 5802 - Other Professional Services
B. 4300-4400 - Materials/Supplies
C. 2200 - Classified Support Salary
	A. 5802 - Other Professional Services
	B. 4300-4400 - Materials/Supplies
	C. 2200 - Classified Support Salary
	   3000-3999 - Benefits
		A. 5802 - Other Professional Service
		B. 4300-4400 - Materials/Supplies
		C. 2200 - Classified Support Salary
		   3000-3999 - Benefits

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

4

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

be Served: Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans

OR

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

be Served: lish Learners, Foster Youth, and/or	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 S Grade Spans)
ners. Foster Youth, and Low	LEA-wide	All Schools and Grade Spans

vice

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

...ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
...nd Valley K-9 Detection to ...mprehensive, detection and ...ogram that reduces the ...rugs, alcohol and weapons on	A. Use of Inland Valley K-9 Detection to provide a comprehensive, detection and deterrence program that reduces the presence of drugs, alcohol and weapons on all sites	A. Use of Inland Valley K-9 Detection provide a comprehensive, detection a deterrence program that reduces the p of drugs, alcohol and weapons on all s
...e three (3) comprehensive ...will be provided with an ...r to be on site during athletic ...and to assist students that ...an injury	B. Each of the three (3) comprehensive high schools will be provided with an athletic trainer to be on site during athletic competitions and to assist students that may sustain an injury	B. Each of the three (3) comprehensiv schools will be provided with an athlet to be on site during athletic competiti to assist students that may sustain an
...en CERT program using ...ed in triage, First Aid, use of ...er and light search and ...ed students will be able to help ...e community in the event of a ...er	C. Use of Teen CERT program using students trained in triage, First Aid, use of fire extinguisher and light search and rescue. Trained students will be able to help school and the community in the event of a natural disaster	C. Use of Teen CERT program using s trained in triage, First Aid, use of fire extinguisher and light search and resc Trained students will be able to help s and the community in the event of a na disaster
...upervisors district wide will be ...o apply non-pain compliant ...techniques	D. Campus Supervisors district wide will be trained how to apply non-pain compliant hold/restraint techniques	D. Campus Supervisors district wide w trained how to apply non-pain complia hold/restraint techniques
...e program will teach students ...ut how to identify potential ...ymptoms and provide ...how to most effectively ...dividual until medical experts	E. Play It Safe program will teach students and staff about how to identify potential concussion symptoms and provide instruction on how to most effectively observe an individual until medical experts arrive.	E. Play It Safe program will teach stud staff about how to identify potential co symptoms and provide instruction on h most effectively observe an individual medical experts arrive.
	F. Maintain and modernize facilities that are safe, clean, and well-maintained schools.	F. Maintain and modernize facilities th safe, clean, and well-maintained schoc
	G. Improve school climate and access for students to participate in extracurricular/co-curricular activities.	G. Improve school climate and access students to participate in extracurricula curricular activities.

...xpenditures

2017-18	2018-19	2019-20
A. $10,000 B. $140,000 C. $30,000 D. $28,000 E. $32,000	A. $10,000 B. $146,000 C. $30,000 D. $28,000 E. $28,000 F. $750,000 G. $200,000	A. $10,000 B. $146,000 C. $30,000 D. $28,000 E. $28,000 F. $750,000 G. $200,000
A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. LCFF S/C - 0707 F. LCFF S/C - 0707 G. LCFF S/C - 0707	A. LCFF S/C - 0707 B. LCFF S/C - 0707 C. LCFF S/C - 0707 D. LCFF S/C - 0707 E. LCFF S/C - 0707 F. LCFF S/C - 0707 G. LCFF S/C - 0707

A. 5802 - Other Professional Services
B. 5105 - Subagreements for Athletic Services
C. 5200 - Travel and Conferences
D. 5815 - Consultants
E. 5850 - Software License
	A. 5802 - Other Professional Services
	B. 5105 - Subagreements for Athletic Services
	C. 5200 - Travel and Conferences
	D. 5815 - Consultants
	   5850 - Software License
	E. 5850 - Software License
	F. 4300 - Materials/Supplies
	   5630 - Repairs
	   6200 - Buildings and Improvements of Buildings
	G. 1120 - Ex Duty Teacher Salary
	   3000-3999 - Benefits
		A. 5802 - Other Professional Service
		B. 5105 - Subagreements for Athleti
		C. 5200 - Travel and Conferences
		D. 5815 - Consultants
		   5850 - Software License
		E. 5850 - Software License
		F. 4300 - Materials/Supplies
		   5630 - Repairs
		   6200 - Buildings and Improvemen Buildings
		G. 1120 - Ex Duty Teacher Salary
		   3000-3999 - Benefits

New Goal, Modified Goal, or Unchanged Goal)

strengthen the home- school- community connections and communications.

'or Local Priorities addressed by this goal:

es: 3, 8
es:

Need:

need to increase parent participation in decision making and leadership opportunities.

d family members need to understand how they can support their child's education.

need to remove all barriers to parent participation, including but not limited to: child care, board policies, multiple modes o
on, and transportation.

ation between home and school should be an authentic two-way dialogue focused on the student. Increase parent access

nisperceptions of parents' abilities to support their student.

Annual Measurable Outcomes

s/Indicators	Baseline	2017-18	2018-19	2019

ent capacity to students while participating g trainings/ d conferences	Districtwide Parent Participation: 10,780	Districtwide Parent Participation: 11,531	Increase by 2% (from 11,531 to 11,761)	Increase (from 11,761
pation in the dvisory Committee ducation (CAC)	CAC average/participation attendance is 1	CAC average/participation attendance is 1	Increase the average attendance/participation to 2	Increase the attendance/par
Parent sive of and exceptional ts: hool Parent Survey hool Staff Survey	510 out of 1,703 Parent/Community responded Annual Survey	California School Parent Survey (CSPS): 543 parents responded California School Staff Survey (CSSS): 550 staff responded	Increase response rate by 10%	Increase resp 10%
us	IC Parent Accounts: 8,273	IC Parent Accounts: 8,694	Increase parent accounts by 1%	Increase paren 1%

	Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865 Haiku: 353 Parent LINK App: 1,949 downloads Infinite Campus Parent Portal: 5,495	Facebook followers: 6,034 Twitter followers: 3,654 Instagram: 1,107 Haiku: 353 Parent LINK App: 2,213 downloads Infinite Campus Parent Portal: 8,694	Increase followers on Social Media and downloading app by 3%	Increase follow Media and dow by 3
rmation via Social				

l Actions / Services

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

1

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

be Served:	Location(s):
Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

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

be Served:	Scope of Services:	Location(s):
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or S Spans)

vices

	Unchanged	Unchanged

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services

amily-friendly volunteer cruit and organize help and parents.
 	
e staff/volunteers with written ation and guidance on vising parent volunteers who isting in classrooms or at l events.
op and disseminate volunteer gement resources and provide olunteers with training on their ncluding:
 handbook;
 volunteer forms;
 guidelines for recruiting, screening, training, and retaining volunteers;
 certificates of recognition
	A. Establish family-friendly volunteer policies to recruit and organize help and support from parents.
	
	● Provide staff/volunteers with written information and guidance on supervising parent volunteers who are assisting in classrooms or at school events.
	● Develop and disseminate volunteer management resources and provide staff/volunteers with training on their use, including:
	  ○ handbook;
	  ○ volunteer forms;
	  ○ guidelines for recruiting, screening, training, and retaining volunteers;
	  ○ certificates of recognition
		A. Establish family-friendly volunteer recruit and organize suppor parents.
		
		● Provide staff/volunteers with v information and guidance on s parent volunteers who are ass classrooms or at school event
		● Develop and disseminate volu management resources and p staff/volunteers with training o including:
		  ○ handbook;
		  ○ volunteer forms;
		  ○ guidelines for recruitin screening, training, an volunteers;
		  ○ certificates of recogniti

xpenditures

2017-18	2018-19	2019-20	
$2,000	$45,000	$45,000	
0707 LCFF S/C	0707 LCFF S/C	0707 LCFF S/C	
4300-4400 Materials/Supplies	4300-4400 Materials/Supplies	4300-4400 Materials/Supplies	

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

2

Services not included as contributing to meeting the Increased or Improved Services Requirement:	
be Served: (Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:		
be Served: (lish Learners, Foster Youth, and/or	**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 Spans)

vices

w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2
	Unchanged	Unchanged

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
inings/workshops/courses for nunity members to build connections that will empower, connect parents to support emic achievement. Under the rent University, parents will be	A. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. Under the auspice of Parent University, parents will be recognized	A. Expand trainings/workshops/course parents/community members to build connections that will empower, engage connect parents to support student ac achievement. Under the auspice of Pa University, parents will be recognized

| r their participation and volunteer hours, Parent Leadership Series, and/or any nings/conferences/courses. | for their participation and completion of volunteer hours, Parent Pathway Leadership Series, and/or any completed trainings/conferences/courses. | participation and completion of volunte Parent Pathway Leadership Series, an completed trainings/conferences/cours |

xpenditures

2017-18	2018-19	2019-20
$12,920	$195,000	$195,000
0707 LCFF S/C	0707 LCFF S/C	0707 LCFF S/C
4300-4400 Materials/Supplies	2900 Classified Salaries 3000-3999 Benefits 4300-4400 Materials/Supplies 5200 Travel and Conferences	2900 Classified Salaries 3000-3999 Benefits 4300-4400 Materials/Supplies 5200 Travel and Conferences

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

3

Services not included as contributing to meeting the Increased or Improved Services Requirement:	
be Served: Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:		
be Served: lish Learners, Foster Youth, and/or	**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 S Spans)

w, Modified, or Unchanged for	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for
	Unchanged	Unchanged
ions/Services	2018-19 Actions/Services	2019-20 Actions/Services
d integrate resources and the community to strengthen ms, family practices, and ng and development.	A. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	A. Identify and integrate resources and from the community to strengthen sch programs, family practices, and studen and development.
a partnership with community-organizations and other public ies to plan or coordinate parent/ involvement activities and ms; n or provide technical ance; ish effective channels for unicating with families; n or provide training for families; minate resources and ation on an ongoing basis; rt the establishment of a ehensive, collaborative parent rce center to meet the needs of ilies.	● Form a partnership with community-based organizations and other public agencies to plan or coordinate parent/ family involvement activities and programs; ● Obtain or provide technical assistance; ● Establish effective channels for communicating with families; ● Obtain or provide training for families; ● Disseminate resources and information on an ongoing basis; ● Support the establishment of a comprehensive, collaborative parent resource center to meet the needs of all families.	● Form a partnership with comm based organizations and other agencies to plan or coordinate family involvement activities ar programs; ● Obtain or provide technical ass ● Establish effective channels fo communicating with families; ● Obtain or provide training for fa ● Disseminate resources and inf on an ongoing basis; ● Support the establishment of a comprehensive, collaborative p resource center to meet the ne families.

xpenditures

2017-18	2018-19	2019-20
$82,570	$89,953	$91,303
0707 LCFF S/C	0707 LCFF S/C	0707 LCFF S/C
2400, 3000-3999	2400, 3000-3999	2400, 3000-3999
Clerical, Technical/Office Staff Salaries, Benefits	Clerical, Technical/Office Staff Salaries, Benefits	Clerical, Technical/Office Staff Sa... Benefits

opy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as

4

Services not included as contributing to meeting the Increased or Improved Services Requirement:	
be Served:	**Location(s):**
Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	All Schools and Grade Spans

OR

Services included as contributing to meeting the Increased or Improved Services Requirement:		
be Served:	**Scope of Services:**	**Location(s):**
lish Learners, Foster Youth, and/or	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or S... Spans)

vices

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

ions/Services	2018-19 Actions/Services	2019-20 Actions/Services

chools have a system in place strategies to facilitate two-way on with staff, parents and embers on a regular basis.	Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.	Ensure that schools have a system i multiple strategies to facilitate two-w communication with staff, parents an community members on a regular ba
ict input meetings and/or surveys ect input from parents of children ing special education services e required response rate (for al Education Self-Review).	A. Conduct input meetings and/or surveys to collect input from parents of children receiving special education services with the required response rate (for Special Education Self-Review).	A. Conduct input meetings and/ to collect input from parents receiving special education s the required response rate (fe Education Self-Review).
ict parent surveys or use other nethods to measure school e for LCAP.	B. Conduct parent surveys or use other local methods to measure school climate for LCAP.	B. Conduct parent surveys or us local methods to measure sc for LCAP.
regular print outreach and unication, employ Web-based ations to support ongoing unication and interaction en schools and parents/families.	C. Utilize regular print outreach and communication, employ Web-based applications to support ongoing communication and interaction between schools and parents/families.	C. Utilize regular print outreach communication, employ Web applications to support ongoi communication and interactic schools and parents/families
le training and resources to nnel on • effective two-way communication; • interactive meetings and events; • interactive Web sites; • community outreach; • translation for parent/teacher conferences.	D. Provide training and resources to personnel on • effective two-way communication; • interactive meetings and events; • interactive Web sites; • community outreach; • translation for parent/teacher conferences.	D. Provide training and resource personnel on • effective two-way communication; • interactive meetings a • interactive Web sites; • community outreach; • translation for parent/ conferences.

xpenditures

2017-18	2018-19	2019-20
A. $0 B. $0	A. $0 B. $0	A. $0 B. $0

C. $34,000 D. $0	C. $34,000 D. $0	C. $34,000 D. $0
A. N/A B. N/A C. 0707 LCFF S/C D. N/A	A. N/A B. N/A C. 0707 LCFF S/C D. N/A	A. N/A B. N/A C. 0707 LCFF S/C D. N/A
A. N/A B. N/A C. 5850 Software License D. N/A	A. N/A B. N/A C. 5850 Software License D. N/A	A. N/A B. N/A C. 5850 Software License D. N/A

stration of Increased or Improved Services for Unduplicated P

: 2018-19

Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
	24.43%

w services provided for unduplicated pupils are increased or improved by at least the percentage identified abov or quantitatively, as compared to services provided for all students in the LCAP year.

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

2018-19
High School District is utilizing LCFF supplemental funds to improve student achievement that **principally meets** the needs of low inc
t the school sites as all requests in expending funds go through an approval process through the Educational Services division in ens
nt to benefit these subgroups of students. The district recognizes that while these funds are generated in order to serve the focus stud
should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus studer
students in need that the district cannot ignore. By providing the services identified without limitations, PUHSD will serve all students,

s. As noted in the Perris Union High School district adopted budget, supplemental and concentration funds have been set aside for fu
for programs and students, based on needs of the district. The Minimum Proportionality Percentage (MPP) required for services to ta
licated in the LCAP is **22.43%**. The expenditures are aligned with the goals of the PUHSD Local Control Accountability Plan addressin
s English learners, low-income students, and foster youth.

porting research below as well as, experience, and educational theory, the Perris UHSD has determined these actions described in th
ctive use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental fund
which benefits the intended student subgroups.

y of the Actions and Services from 2017-18 will continue, please find below the modifications and revisions made to the 2018-19 LCA

students will attain grade level proficiency in English Language Arts (ELA) and math.
he National Association of State Boards of Education Report *Reading at Risk: The State Response to the Crisis in Adolescent Literac*
es that improving literacy is the key to raising student achievement. The literacy skills students acquire throughout their schooling not
ompetent students but will be vital to make them productive members of society and, ultimately, successful in life. Research shows tha
are needed throughout a student's education, including middle and high school. HMH *Reading Inventory* is a research-based, comput
ing comprehension assessment that brings assessment and instruction together to finally close the gap for struggling readers.

focus supporting Goal #1 Action 1: Continue to implement standards with increased focus on the development of language and aca
sh Learners that are **principally directed** to and **effective** in supporting unduplicated students that include Actions and Services from
iclude:
and Services:
ased the number of ELD sections to provide English Language Learners with targeted language development and acquisition support.

focus supporting Goal #1 Action 2: Increase the percentage of students scoring at the Standards Met/Standards Exceeded levels o
essment of Student Progress and Performance (CAASPP) assessments in ELA and math that are **principally directed** to and **effect**
duplicated students that include Actions and Services from 2017-18 and also include:
and Services:
de 1 release period for EL Teacher leads to complete non-categorically restricted duties required of the English Learner Program
nue to provide an EL Coach to improve instructional support practices in the classroom, refine the ELD curriculum to meet the linguist
udents, and maintain the proper alignment of curriculum and instructional practices that result in reclassification and promote literacy/
ort.
ted interventions and supports will continue to be provided for EL students through:
      ELD support classes during the school day
ding support to EL parents through family literacy opportunities such as ESL for parents, how to be a partner in their child's educationa

hrough college and career readiness workshops

focus supporting Goal #1 Action 3: Continue to provide resources for staff and students to ensure student academic success in me
ls that are **principally directed** to and **effective** in supporting unduplicated students that include Actions and Services from 2017-18 a

and Services:

de materials to support academic achievement and student success. i.e. Turnitin, Edmentum, Read 180, and the SANDI

de professional development to all district employees that support the vision and mission of the district to include: AVID strategies, Te
culum, Safety, PLCs, Cultural Sensitivity

students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high schoo
n school students for successful transition to postsecondary education and employment can be particularly challenging especially for l
ter Youth, Low Income and Students with Disabilities. Nationally, almost 30% of students do not graduate from high school with a reg
04). Many of the students who do graduate decide to combine work with various forms of postsecondary education during a period wl
are still evolving (Haimson & Deke, 2003; McDonough, 2004). Even after controlling for demographic, enrollment, institutional, academ
aracteristics, first-generation students were less likely to persist in postsecondary education when compared to those whose parents l
on. (Nunez, A.-M., Cuccaro-Alamin, S., & Carroll, C.D. (1998)). First-generation students: Undergraduates whose parents never enroll
y education. Washington, DC: U.S. Department of Education, National Center for Education Statistics. This report shows that students
me and first-generation are at the greatest risk of not succeeding in postsecondary degree attainment. In contrast, AVID students are
ised of low-income, first-generation students, and yet, AVID students persist in college (Engle, J., & Tinto, V. (2008)). Moving beyond
ess for low-income, first-generation students. Washington, DC: The Pell Institute.

focus supporting Goal #2 Action 1: Increase access to courses (including electives) and opportunities for tutoring and advancemen
ced on course access for unduplicated students and those with exceptional needs, due in part to the increase in the instructional day l
ipally directed to and **effective** in supporting unduplicated students that include Actions and Services from 2017-18 and also include
and Services:
de students not meeting high school graduation requirements with alternative options for credit recovery.
ase transportation for extra 25 min allowing unduplicated students to increase access to courses.

focus supporting Goal #2 Action 2: Increase A-G completion that are **principally directed** to and **effective** in supporting unduplica
ctions and Services from 2017-18 and also include:
and Services:
e additional High School Counselors were hired in 2015-16 providing increased counseling services for unduplicated students focused
ers, Foster Youth and Low Income.

focus supporting Goal #2 Action 5: Increase CTE pathway enrollment/completion that are **principally directed** to and **effective** in
students that include Actions and Services from 2017-18 and also include:
nd Services:
nd Career Technical Education options for student's grade 7-12.
ase enrollment in CTE Pathways.

focus supporting Goal #2 Action 7: Preparing students to graduate high school and prepare for post-secondary options that are **pri**
nd **effective** in supporting unduplicated students that include Actions and Services from 2017-18 and also include:
nd Services:
Tutor Cost and benefits
nd AVID electives districtwide
asing enrollment in AVID and integrating AVID strategies into daily instruction

Jepartments and sites will provide a safe and positive environment for staff and students.
erience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstanc
lt for them to take advantage of the opportunity to learn at school. Research has demonstrated that adopting prevention-based practic
t problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students
& Newcomer, 2002; McIntosh, Chard, Boland, & Horner, 2006; Todd, Horner, Sugai, & Sprague, 1999). Implementing a preventive fr
ol-wide Positive Behavioral Interventions and Supports (SWPBIS) reduces the number of serious problem behavior incidents and con
and supportive school climate (Bradshaw, Mitchell, & Leaf, 2010). SWPBIS is a three-tiered framework for implementing systems, da
nsure effectiveness and promote sustainability in valued outcomes (Sugai & Horner, 2002). SWPBIS promotes teaching, modeling, an
g positive behavior and developing a comprehensive school-wide system for addressing problem behaviors, thereby increasing the co
ity, and predictability of the school environment.

focus supporting Goal #3 Action 1: Implement proactive classroom PBIS practices, school-wide positive behavioral interventions ar
ams that create systems to support teachers, including explicit professional development, supportive and data-driven coaching, and s
at are **principally directed** to and **effective** in supporting unduplicated students that include Actions and Services from 2017-18 and
nd Service:
le an alternative to suspension program for students.
nuing the implementation of Positive Behavioral Intervention and Supports (PBIS) and restorative practices which provide
rally responsive school environment that responds to instruction and intervention using a multi-tiered system of support.

focus supporting Goal #3 Action 4: Build the skills and knowledge of school staff and community partners to understand what chro

to take a comprehensive, tiered approach to improving attendance that are **principally directed** to and **effective** in supporting undup
include Actions and Services from 2017-18 and also include:

nd Services:

tain and modernize facilities that are safe, clean, and well-maintained schools.

ove school climate and access for students to participate in extracurricular/co-curricular activities.

: 2017-18

Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
	22.44%

w services provided for unduplicated pupils are increased or improved by at least the percentage identified abov
or quantitatively, as compared to services provided for all students in the LCAP year.

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

2017-18

High School District is utilizing LCFF supplemental funds to improve student achievement that **principally meets** the needs of low inc
t the school sites as all requests in expending funds go through an approval process through the Educational Services division in ensu
nt to benefit these subgroups of students. The district recognizes that while these funds are generated in order to serve the focus stud
should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus studer
students in need that the district cannot ignore. By providing the services identified without limitations, PUHSD will serve all students,
s. As noted in the Perris Union High School district adopted budget, supplemental and concentration funds have been set aside for fu
for programs and students, based on needs of the district. The Minimum Proportionality Percentage (MPP) required for services to ta
licated in the LCAP is 22.44%. The expenditures are aligned with the goals of the PUHSD Local Control and Accountability Plan addr
district's English learners, low-income students, and foster youth.

porting research below as well as, experience, and educational theory, the Perris UHSD has determined these actions described in th
ctive use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental fund
hich benefits the intended student subgroups.

students will attain grade level proficiency in English Language Arts (ELA) and math.

the National Association of State Boards of Education report *Reading at Risk: The State Response to the Crisis in Adolescent Literac* ses that improving literacy is the key to raising student achievement. The literacy skills students acquire throughout their schooling no competent students but will be vital to make them productive members of society and, ultimately, successful in life. Research shows th y skills are needed throughout a student's education, including middle and high school. HMH *Reading Inventory* is a research-based, aptive reading comprehension assessment that brings assessment and instruction together to finally close the gap for struggling read

focus supporting Goal #1 Action1: Continue to implement standards with increased focus on the development of language and ac lish Learners that are **principally directed** to and **effective** in supporting unduplicated students that include:

ding of additional ELD Sections staffed at 25:1 to allow for increased monitoring of student performance
d a full time ELA/ELD TOSA to provide instructional coaching support to district teachers at all sites
ided 20 released sections for district EL teacher leads to provide instructional classroom support
ish Learners will be assessed four times a year on the Houghton Mifflin Hartcourt Reading Inventory Lexile assessment to monitor pro eading Comprehension
nglish Learners will be placed in Integrated and Designated ELD sections with new curriculum aligned to the CCSS and correspondin ish Language Development Standards
ide ongoing professional development and follow up coaching on all new curriculum programs, Designated and Integrated ELD, and t Framework in order to strengthen and align instruction to the ELD and ELA standards.
hase Rosetta Stone Online and additional materials to support Newcomer English Learners

focus supporting Goal #1 Action 2: Increase the percentage of students scoring at the Standards Met/Standards Exceeded levels sessment of Student Progress and Performance (CAASPP) assessments in ELA and math that are **principally directed** to and **effec** nduplicated students that include:

ide a late bus for students who need academic support to attend after school tutoring (PVHS)
ide standards aligned instructional materials for all students.
tinue digital integration in the instructional setting: student devices; Chromebooks; classroom refresh and tools and other tech resourc erials and supplies to support instruction and student success. (PVHS)
Site level Technology Technicians and Tech TOSAs to support staff in the instructional process.
ide opportunities for students to attend Summer School credit recovery and/or accelerated courses.
ease capacity of instructional support for staff for both Certificated and Classified to serve all students including: English Learners, Stu Disabilities, Low Income, Foster Youth.

students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high scho

gh school students for successful transition to postsecondary education and employment can be particularly challenging especially fo

oster Youth, Low Income and Students with Disabilities. Nationally, almost 30% of students do not graduate from high school with a re[...]anson, 2004). Many of the students who do graduate decide to combine work with various forms of postsecondary education during a[...] areer plans are still evolving (Haimson & Deke, 2003; McDonough, 2004). Even after controlling for demographic, enrollment, institutio[...] nd social integration characteristics, first-generation students were less likely to persist in postsecondary education when compared to[...] ts had obtained more education. (Nunez, A.-M., Cuccaro-Alamin, S., & Carroll, C.D. (1998)). First-generation students: Undergraduat[...] er enrolled in postsecondary education. Washington, DC: U.S. Department of Education, National Center for Education Statistics. This[...] tudents who are both low-income and first-generation are at the greatest risk of not succeeding in postsecondary degree attainment. [...] ts are a population largely comprised of low-income, first-generation students, and yet, AVID students persist in college (Engle, J., & [...] ving beyond access: College success for low-income, first-generation students. Washington, DC: The Pell Institute.

focus supporting Goal #2 Action 1: Preparing students to graduate high school and prepare for post-secondary options that are **pr**[...] and **effective** in supporting unduplicated students that include:

ease access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course acc[...] uplicated students and those with exceptional needs, due in part to the increase in the instructional day by 25 minutes in 2015-16.

elop peer/mentoring programs for students to connect to adults and to develop career readiness mindset.

ate a Summer Bridge program for students to build prerequisite skills.

ate opportunities for teachers to use practical applications, build relevance and student engagement through professional developmen[...]

ide students opportunity to attend Summer School for remediation, acceleration, and grade improvement.

port implementation of Common Core Next Generation Science Standards (NGSS) strategies through text support in the form of teach[...] essional development and curriculum materials.

port district professional development in the area of Common Core Next Generation Science Standards (NGSS) through the hiring of [...] nce Teacher on Special Assignment (TOSA)

ease transportation for extra 25 min

focus supporting Goal #2 Action 7: Preparing students to graduate high school and prepare for post-secondary options that are **p**[...] and **effective** in supporting unduplicated students that include:

each and recruiting of prospective AVID students to enroll in AVID.

uce the number of students exiting AVID due to course access.

D Summer Institute training and Write Path Training for content area teachers.

ide professional development and support in the implementation and daily use of AVID instructional strategies for all teachers (WICO[...] iry, Collaboration, Organization and Reading) daily instruction.

secondary and career opportunities (college visits, interview clinics)

departments and sites will provide a safe and positive environment for staff and students.

perience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstan[...] ult for them to take advantage of the opportunity to learn at school. Research has demonstrated that adopting prevention-based pract[...]

ent problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and student , & Newcomer, 2002; McIntosh, Chard, Boland, & Horner, 2006; Todd, Horner, Sugai, & Sprague, 1999). Implementing a preventive ool-wide Positive Behavioral Interventions and Supports (SWPBIS) reduces the number of serious problem behavior incidents and co ve and supportive school climate (Bradshaw, Mitchell, & Leaf, 2010). SWPBIS is a three-tiered framework for implementing systems, ensure effectiveness and promote sustainability in valued outcomes (Sugai & Horner, 2002). SWPBIS promotes teaching, modeling, a g positive behavior and developing a comprehensive school-wide system for addressing problem behaviors, thereby increasing the c vity, and predictability of the school environment.

focus supporting Goal #3 Action 1: Implement proactive classroom PBIS practices, school-wide positive behavioral interventions eams that create systems to support teachers, including explicit professional development, supportive and data-driven coaching, and hat are **principally directed** to and **effective** in supporting unduplicated students that include:

ning time for district and site staff to refine/revise implementation of behavioral support system.

oing training for district and site staff in PBIS and Restorative Practices.

ide PBIS signs/posters to sites to display in classrooms and on campus.

ide small group or individual support to students that struggle to meet behavioral expectations.

ning site administration to conduct post suspension meetings with students and parents including developing and implementing the us avior Contracts.

emble a committee that will include students, staff and parents to discuss and identify specific behavioral supports needed at each site an American students and Students with Disabilities.

focus supporting Goal #3 Action 3: Build the skills and knowledge of school staff and community partners to understand what chro ata to take a comprehensive, tiered approach to improving attendance that are **principally directed** to and **effective** in supporting un t include:

urate tracking of attendance by using Attention 2 Attendance program to identify students that are chronically absent from school

ement positive incentive programs offered for sites based on improving attendance rates

ndance Specialists (2) will track and monitor student attendance. They will conduct home visits and participate in SART and SARB me ents and parents with the specific purpose of focusing on removing obstacles and providing support and resources for students that s nd school on a regular and consistent basis

ide Saturday School instructional support for students needing academic support

Addendum

ontrol and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educa
EAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-yea
ewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the
lget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template n
y all LEAs each year.

istricts, the LCAP must describe, for the school district and each school within the district, goals and specific ac
se goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic,
nically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of th
l any locally identified priorities.

ffices of education, the LCAP must describe, for each county office of education-operated school and program,
ns to achieve those goals for all students and each LCFF student group funded through the county office of ed
ending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state
lly identified priorities. School districts and county offices of education may additionally coordinate and describe
ces funded by a school district that are provided to students attending county-operated schools and programs,
ation programs.

uperintendent of schools has jurisdiction over a single school district, the county board of education and the gov
school district may adopt and file for review and approval a single LCAP consistent with the requirements in Ec
ctions 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (sc
perintendent of schools) all budgeted and actual expenditures are aligned.

ols must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup c
dents with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served
program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion
of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the p
luding modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC.
and actions/services for charter schools that result from the annual update process do not necessarily constitut
he school's charter petition.

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

ions: Linked Table of Contents

ary

ate

Engagement

ns, and Services

ions/Services

on of Increased or Improved Services for Unduplicated Students

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

mmary

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

oping the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When
year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with informati
t year LCAP.

n, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding
community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF
reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related plann
iditures.

use an alternative format for the plan summary as long as it includes the information specified in each prompt a
nary table.

e to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC

ummary

EA must complete the LCAP Budget Summary table as follows:

otal LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted Ge penditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated e General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in anothe tivities are reported in the General Fund unless there is a compelling reason to account for an activity in anothe rther information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (No me charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in hools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is dgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

otal Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: Thi e total of the budgeted expenditures associated with the actions/services included for the LCAP year from all so nds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under e goal, the expenditures should be counted only once.

escription of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year no the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in th nds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actio ay include funds other than general fund expenditures.)

otal Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estir ceive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices o implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Update

goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the pre oved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical

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

easurable Outcomes

ach goal in the prior year, identify and review the actual measurable outcomes as compared to the expected an urable outcomes identified in the prior year for the goal.

ervices

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

actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether th
ns/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
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 LE

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor varianc
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 g
result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify v
changes can be found in the LCAP.

older Engagement

engagement of parents, students, and other stakeholders, including those representing the student groups ident
ical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requireme
cts and county offices of education as consulting with teachers, principals, administrators, other school personn
nits of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult wi
dministrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 4898
ents for the translation of notices, reports, statements, or records sent to a parent or guardian.

hould be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g
, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site a
nd actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to
s.

tions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section
r each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe
lder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2
e appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engag
 used to develop the current year LCAP and Annual Update.

chool districts and county offices of education: Describe the process used to consult with the Parent Advis
ommittee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's loca
nits, and the community to inform the development of the LCAP and the annual review and analysis for the indi
ear.

harter schools: Describe the process used to consult with teachers, principals, administrators, other school pe
arents, and students to inform the development of the LCAP and the annual review and analysis for the indicate
ear.

e how the consultation process impacted the development of the LCAP and annual update for the indicated LC
g the goals, actions, services, and expenditures.

Actions, and Services

nclude a description of the annual goals, for all students and each LCFF identified group of students, to be achi
riority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also in
f the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditure
t the specific actions.

ol districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated
ed.

er schools: The number of years addressed in the LCAP may align with the term of the charter schools budge
ear, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must

Modified, Unchanged

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

the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement
ibes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA
ve?

te and/or Local Priorities

e state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the sta
plicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities
Priorities)

eed

ibe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative
nation, including, but not limited to, results of the annual update process or performance data from the LCFF Ev
cs, as applicable.

nnual Measurable Outcomes

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

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

ctions/Services

ach action/service, the LEA must complete either the section "For Actions/Services not included as contributing
ased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meetir
ased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

e Served

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

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

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

...t/Services Contributing to Meeting the Increased or Improved Services Requirement:

...be Served

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

...rvice

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

▸ If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter ...

▸ If the action/service is being funded and provided to upgrade the entire educational program of a particular sch... schools, enter "schoolwide".

▸ If the action/service being funded and provided is limited to the unduplicated students identified in "Students to ... Served", enter "Limited to Unduplicated Student Group(s)".

...or charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous a... ...ierefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique C... ...nder a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a...

:hool authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide
Schoolwide" provided these terms are used in a consistent manner through the LCAP.

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

harter schools operating more than one site, authorized within the same charter petition, may choose to disting
etween sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. F
chools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either v
ppropriate. Charter schools may use either term provided they are used in a consistent manner through the LCA

vices

ach LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions
es that are implemented to achieve the identified goal may be grouped together. LEAs may number the action
the "Action #" box for ease of reference.

lodified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the a
  goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been change
  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
  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
    "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste
    action/service into the subsequent year columns. Budgeted expenditures may be treated in the san
    applicable.

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

er schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the
rizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete t
ear 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applic
er schools must specify as such.

xpenditures

ach action/service, list and describe budgeted expenditures for each school year to implement these actions, in
e those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each propo
nditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* secti
7, and 47606.5.

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

ounty superintendent of schools has jurisdiction over a single school district, and chooses to complete a single L
must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgete
nditures are aligned.

stration of Increased or Improved Services for Unduplicated Students

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

upplemental and Concentration Grant Funds

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

to Increase or Improve Services

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

ith the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are incre
at least the percentage calculated as compared to services provided for all students in the LCAP year. To impr
ans to grow services in quality and to increase services means to grow services in quantity. This description mu
on(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide

vice(s) supported by the appropriate description, taken together, result in the required proportional increase or
t in services for unduplicated pupils.

increased or improved services include any actions/services being funded and provided on a schoolwide or dis
y each action/service and include the required descriptions supporting each action/service as follows.

rvices being provided on an LEA-wide basis:

ool districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices o
e how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in t
y local priorities.

ool districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principa
effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the
most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this dete
g any alternatives considered, supporting research, experience or educational theory.

istricts only, identify in the description those services being funded and provided on a schoolwide basis, and inc
cription supporting the use of the funds on a schoolwide basis:

ools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directe**
e in meeting its goals for its unduplicated pupils in the state and any local priorities.

ool districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated p
e how these services are **principally directed to** and how the services are **the most effective use of the fun**
s for English learners, low income students and foster youth, in the state and any local priorities.

Priorities

Basic Services addresses the degree to which:

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

Implementation of State Standards addresses:

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

Parental Involvement addresses:

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

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

- statewide assessments;
- the Academic Performance Index;
- the percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- the percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- the English learner reclassification rate;

ercentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

ercentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program

quent assessment of college preparedness.

pil Engagement as measured by all of the following, as applicable:

l attendance rates;

ic absenteeism rates;

e school dropout rates;

chool dropout rates; and

chool graduation rates;

hool Climate as measured by all of the following, as applicable:

suspension rates;

expulsion rates; and

local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

urse Access addresses the extent to which pupils have access to and are enrolled in:

d course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

ims and services developed and provided to unduplicated pupils; and

ims and services developed and provided to individuals with exceptional needs.

pil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i),

ordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coo

expelled pupils.

oordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordir

lren, including:

ig with the county child welfare agency to minimize changes in school placement

ling education-related information to the county child welfare agency to assist in the delivery of services to foster children,

tional status and progress information that is required to be included in court reports;

nding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and co

sary educational services; and

ishing a mechanism for the efficient expeditious transfer of health and education records and the health and education pa

es address:

priority goals; and

ds for measuring progress toward local goals.

oses of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applic
ollowing shall apply:

nic absenteeism rate" shall be calculated as follows:

ie number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June
e chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schoolda
hool year when the total number of days a pupil is absent is divided by the total number of days the pupil is enr
hool was actually taught in the total number of days the pupil is enrolled and school was actually taught in the r
hools of the district, exclusive of Saturdays and Sundays.

ie unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (J
).

vide (1) by (2).

le School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

school dropout rate" shall be calculated as follows:

ie number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the nu
st-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emig
iring school years 1, 2, 3, and 4.

ie total number of cohort members.

vide (1) by (2).

school graduation rate" shall be calculated as follows:

ie number of cohort members who earned a regular high school diploma [or earned an adult education high sch
passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is define
imber of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfe
iigrate, or die during school years 1, 2, 3, and 4.

ie total number of cohort members.

vide (1) by (2).

ension rate" shall be calculated as follows:

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

ie unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (Ju
).

vide (1) by (2).

ilsion rate" shall be calculated as follows:

ie unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the aca
ily 1 – June 30).

ie unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (Ju
).

vide (1) by (2).

prity cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.(
2238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068,
0.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

DIX B: GUIDING QUESTIONS

Questions: Annual Review and Analysis

have the actions/services addressed the needs of all pupils and did the provisions of those services result in the
mes?

have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 5205
ing, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those acti
in the desired outcomes?

have the actions/services addressed the identified needs and goals of specific school sites and were these actic
ve in achieving the desired outcomes?

information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in th
e?

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

differences are there between budgeted expenditures and estimated actual annual expenditures? What were th
y differences?

Questions: Stakeholder Engagement

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

have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the develo
CAP?

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

changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback re
EA through any of the LEA's engagement processes?

specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* section
3, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils iden
on 42238.01?

specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

has stakeholder involvement been continued and supported? How has the involvement of these stakeholders s
ved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Questions: Goals, Actions, and Services

are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), t
mentation of State Standards (Priority 2), and Course Access (Priority 7)?

are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pu
omes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Se
r Youth (Priority 10 – COE Only)?

are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvemen
pil Engagement (Priority 5), and School Climate (Priority 6)?

are the LEA's goal(s) to address any locally-identified priorities?

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

are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* S
2 that are different from the LEA's goals for all pupils?

are the specific expected measurable outcomes associated with each of the goals annually and over the term c
'?

information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to addres
or local priority?

information was considered/reviewed for individual school sites?

information was considered/reviewed for subgroups identified in *EC* Section 52052?

actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to
ol sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
do these actions/services link to identified goals and expected measurable outcomes?
expenditures support changes to actions/services as a result of the goal identified? Where can these expenditu
in the LEA's budget?