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

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for Ackerman Charter School District is $5,782,479, of which $5,103,957 is Local Control Funding Formula (LCFF), $343,600 is other state funds, $217,398 is local funds, and $117,524 is federal funds. Of the $5,103,957 in LCFF Funds, $287,897 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Ackerman Charter School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ackerman Charter School District plans to spend $5,638,415 for the 2019-20 school year. Of that amount, $3,602,468 is tied to actions/services in the LCAP and $2,035,947 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All general fund expenditures not included in the LCAP are for student supplies and services, staff salaries and benefits, facilities maintenance and general operating costs. Of the $3,602,618 of expenditures included in the LCAP, $44,398 is recorded in Fund 40.

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

In 2019-20, Ackerman Charter School District is projecting it will receive $287,897 based on the enrollment of foster youth, English learner, and low-income students. Ackerman Charter School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ackerman Charter School District plans to spend $287,897 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

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

In 2018-19, Ackerman Charter School District's LCAP budgeted $264,171 for planned actions to increase or improve services for high needs students. Ackerman Charter School District estimates that it will actually spend $271,623 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Ackerman Charter School District
Contact Name and Title: Kelly Graham, Superintendent/Principal
Email and Phone: kgraham@ackerman.k12.ca.us (530-885-1974)

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

Bowman School was established in 1895 and has served as a focal point for the Bowman community since its establishment. When widening of the interstate cut a swathe through the area, the school remained to keep the community intact. Placer County’s Bowman community, the intersection of mini marts and mountain homes, agriculture and fast food huts, sees traffic move to and from the Sierras.

Behind the franchised facades and small one of a kind cafes are residential neighborhoods that date back to the days of the Gold Rush. Settled in the mid 1800’s, the community of Bowman was an outgrowth of the regions’ mining camps. Sitting on the bluffs above the North Fork of the American River, this area proved more suitable for raising cattle and growing fruit than for mining gold. The village of Bowman, a country store and post office was firmly established with a spur from the Central Pacific Railroad.

The school, originally a one room school building topped by a wood shingled bell tower, was opened to serve the growing population which included dairy farmers, cattle ranchers, and fruit growers. Berries, especially raspberries and strawberries were some of the richest crops, although apples, pears, and peaches were also planted. Longtime residents will tell you that the one thing that makes Bowman, Bowman is the school.

In 2006, Bowman School was recognized as a California Distinguished School. In 2007, the Ackerman School District was granted charter status. Consequently, families outside of the area boundaries have the opportunity to enroll their children as charter students. Bowman Charter School is located in the Ackerman Charter School District and serves students in Transitional-Kindergarten through eighth grades with an enrollment of 588 students. Our enrollment includes 282 students in primary grades (TK-3), 128 students in intermediate grades (4-5), and 178 students in middle school.
California Dashboard subgroups include Socioeconomically Disadvantaged (92 students), Students with Disabilities (47 students), Hispanic (79 students) and White (468 students). Refer to our School Accountability Report Card for further student group demographics.

Bowman School is known in the area as a "school of choice" and subsequently has a waiting list of students hoping to attend. Ackerman Charter School District recently finished the building of a Community Multipurpose Center. The goal of this center is to promote a greater sense of community while enhancing our school's existing programs. The Community Multipurpose Center provides a full size gym with seating, choir and band rooms, music storage, P.E. office and storage, along with a space for lockers to be put in at a later time. Having deep roots and a rich history in our community, Ackerman Charter embraces the generations of families that continue to attend our school.

LCAP Highlights

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

The LCAP is an approved three-year plan that includes five required sections. The ACSD plan is organized as follows:

2017-2020 Plan Summary: pp. 1-7
Annual Update: pp. 9-47
Stakeholder Engagement: pp. 48-50
Goals, Actions, and Services: pp. 51-91
Demonstration of Increased or Improved Services for Unduplicated Pupils: pp. 92-100

Listed below are each of the five goals in the Ackerman Charter School District's LCAP, a brief description of what was accomplished in 2017-2018, and what services and programs for students will be improved and increased during the upcoming school year based on stakeholder input.

Goal 1: All students will achieve high standards in English Language Arts
What was accomplished?
1. 71% of students exceeded or met standards on the CAASPP.
2. California School Dashboard reports ACSD (Bowman Charter) is green status, 44.8 points above standard, demonstrating a decline of 3.1 points.
4. All students were instructed by highly qualified staff.
5. Staff received ELA related professional development activities.
6. Endorsed UDL instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.

What will be improved and increased?
1. Communication of California Dashboard to parents and the community about accountability, assessment, and results. ACSD is moving its California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) Student Score Reports to an electronic format that will be delivered online.
2. Staff will continue to receive Professional Development in the area of ELA.
3. Staff will use principles of UDL in lesson design to reach all learners.
4. Implementing a Multi-Tiered System of Support (MTSS) in order to research and apply appropriate interventions for improving student learning.

Goal 2: All students will achieve high standards in Math.
What was accomplished?
1. 60% of students exceeded or met standards on the CAASPP
2. California School Dashboard reports ACDS (Bowman Charter) is green status, 18.8 points above standard, maintaining at -2.5 points.
3. Implementation of CCSS Math Curriculum- Go Math (TK-5), CPM, along with supplemental Open-Up resources, (6-8).
4. All students were instructed by highly qualified staff.
5. Staff received Math related professional development activities.
6. Endorsed UDL instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.

What will be improved and increased?
1. Communication of California Dashboard to parents and the community about accountability, assessment, and results. ACSD is moving its California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) Student Score Reports to an electronic format that will be delivered online.
2. Teachers will continue to work together creating common formative assessments.
4. Implementing a Multi-Tiered System of Support (MTSS) in order to research and apply appropriate interventions for improving student learning.

Goal 3: Targeted students shall have access to a broad course of academic study, along with intervention and enrichment opportunities. Parents/Guardians shall be apprised of student progress.
What was accomplished?
1. Learning Center increased staff this year in order to service RSP, SDC, and at-risk students.
2. Learning Center implemented the following curriculum/tools: EdMark Reading, Milestones, Unique( elementary and middle school) , Board Maker, and Touch Math.
3. Speech and Language Department implemented Program Week to increase family engagement and knowledge.
4. Students were offered a wide range of rigorous electives and enrichments.
5. Employed a Psychology Intern.
6. Title 1 Program was expanded.
7. Endorsed UDL instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
What will be improved and increased?
1. Continue to refine scheduling and resources in the Learning Center.
2. Provided professional development for Support Staff.
3. Staff will use principles of UDL in lesson design to reach all learners.
4. Implemented a Multi-Tiered System of Support (MTSS) in order to research and apply appropriate interventions for improving student learning.

Goal 4: Create more physical space, and/or facilities to carry out educational objectives; to create facilities that will serve as a community-use space. Continue to gather input from school, families, and greater community.
What was accomplished?
1. Maintained current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters).
2. Community Multipurpose Room was completed and the new MP room has been well attended by school and community.
3. Began Environmental impact report for possible school/community use soccer fields on the land adjacent to the MP room.
4. Title 1 program facility use space was expanded.
5. Conference room facility meeting space was added to the main campus area.

What will be improved and increased?
1. Continue to communicate with families regarding parking lot ingress and egress in order to facilitate ease of traffic at pick up/drop off involving road closure due to bridge construction.
2. Continue to focus on Bowman 2025 facilities expansion.
3. Expanding current facilities will enhance ACSD's existing programs, enrichments, and the arts.
4. Continue to work on completion of Maker's Lab.

Goal 5: Each student learns in an equitable and optimal learning environment. Maintain transparent communication with families.
What was accomplished?
1. California School Dashboard reports ACDS (Bowman Charter) Chronic Absenteeism rate is medium (green) status with a declined significantly change (declined 0.5%).
2. Multiple Family outreach activities were offered.
3. According to CHKS, students felt safe at school, with an average combined scores of (77%) and felt connected to school (74%).

What will be improved and increased?
1. Continue to focus on students who are chronically absent.
2. Increase attendance percentage for next year.
3. Continue to offer programs/events that encourage parent involvement.
4. Continue to focus on collaboration, communication, and problem solving with staff, administration, and students to improve student behavior choices.
5. Implementing a Multi-Tiered System of Support (MTSS) in order to research and apply appropriate interventions for improving student learning. The main focus is Social Emotional Learning.
**Review of Performance**

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

**Greatest Progress**

The California School Dashboard's data for ACSD places our students' CAASPP scores in both English Language Arts and Math at a high level. In English Language Arts, our students scored at a high status (green), with a score of 44.8 above standard (declined -3.1 points). In the area of Mathematics, our students scored at a high status (green), with a score of 18.8 points above standard (maintained -2.5 points). Also, ACSD has earned a “Met” on our local performance indicators included in the LCFF Evaluation Rubric: Basic, Implementation of Academic Standards, Parent Engagement, and Local Climate Survey. ACSD will continue to engage the students in CCSS curriculum, rigorous electives, engaging enrichment activities, and targeted intervention.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, and other information, ACSD is proud of this year's progress. For example, ACSD completed construction on a brand new Community Multipurpose Room. Expanding our facilities benefits all students as it allows for greater parent engagement as the new MP room has space for families and community members to view sporting events, classroom productions, and the performing arts. Additionally, classrooms and other spaces were reallocated to maximize student use. For example, the Title 1 program was able to significantly expand their number of students served based on their new large classroom space. To facilitate parent/teacher communication, a conference room was constructed in the front of the school to allow parents, teachers, and community members to hold meetings in a collaborative environment.

Our school is continuing the process of implementing school wide UDL. UDL is defined as a framework for instruction that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and addresses learner variability as a way to reduce barriers to the curriculum while maintaining high achievement standards for all. ACSD has provided targeted and consistent professional development on UDL principles and guidelines. UDL implementation is a process of change that promotes a recursive, continuously improving cycle of learning and progressing.

Additionally, our school applied for and received a MTSS (Multi-Tiered System of Support) grant to help us ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Our MTSS Leadership team completed the SWIFT-FIA (School Wide Integrated Framework for Transformation Fidelity Integrity Assessment Survey). The results of this survey combined with the result of teacher input, led the decision to focus on implementing Social Emotional Learning Curriculum.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Referring to the LCFF Evaluation Rubrics, a state indicator for which overall performance was in the “Orange” performance category occurred in the area of Language Arts. The students with disabilities subgroup scored at an orange level (32.8 points below standard) with a decline of -22.4 points. In order to address this area, we have added multiple forms of intervention: increased staff in Learning Center, peer buddies assigned to at risk students, and monthly administration led meetings with assistants focusing on positive student interaction. Additionally, weekly special education staff meetings were implemented to allow additional time for collaboration, communication, and problem solving.

Referring to the LCFF Evaluation Rubrics, a state indicator for which overall performance was in the “Orange” performance category occurred in the area of Chronic Absenteeism. The students with disabilities subgroup scored at an orange level with 9.4% chronically absent with an increase of 3.3%. The Hispanic subgroup also scored at an orange level with 10.6% chronically absent with an increase of 4.1%. In order to address this area, we have added multiple forms of intervention: Administration attended PCOE Sponsored Passport to Wellness-Student resources training, Attendance training, implementation of MTSS, recognizing students who have perfect attendance at assemblies, monitoring attendance data, and establishing a positive and engaging school climate.

Based on the results of the SWIFT-FIA,(School Wide Integrated Framework for Transformation Fidelity Integrity Assessment Survey), and teacher surveys, the staff is moving forward with implementing Social Emotional Learning Curriculum, on a three year roll out plan. We will be using the Center for the Collaborative Classroom Caring School Community curriculum which is geared for students K-8. Caring School Community builds classroom and schoolwide community while developing students’ social and emotional learning (SEL) skills and competencies. The program will roll out next year with primary classrooms, the second year will include the intermediate grades, and the third year will encompass middle school.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?
Performance Gaps

When referring to the LCFF evaluation rubrics and California Dashboard, the students with disabilities scored at an orange level when compared to "all student" performance (green) in the area of English Language Arts. One way ACSD is addressing this performance gap is by implementing UDL School wide. Universal Design for Learning (UDL) is a framework that provides all students equal opportunities to learn. It encourages teachers to design flexible curriculum that meet the needs of all learners. UDL helps ensure meaningful access to the curriculum within an inclusive learning environment. Additionally, ACSD is also implementing MTSS (Multi-tiered System of Support) to promote "All Means All". ACSD is beginning the process of aligning our systems to make the changes necessary to support the students' academic, behavioral, and social success.

ACSD has adopted CCSS aligned ELA curriculum which contains materials specifically targeting students who need intervention. The intervention materials, along with additional curriculum (Unique-Elementary and Middle School, EdMark Reading, Milestones, Touch Math, Read Live), are integrated into the Learning Center program. Grades 6-8 has adopted Mirrors and Windows which offers technology enhancements to make the curriculum accessible to all students. Additionally, middle school has a targeted ELA Support class focusing on the students who were below standard on the CAASPP test. The ELA support class is offered to RSP, SDC, EL's and at-risk students during their school day.

ACSD is sponsoring a Summer Institute where grade level teams were given Professional Development time to analyze and differentiate their ELA core curriculum in the area of content, process, and/or product to maximize student learning and engagement.

In the area of Chronic Absenteeism, students with disabilities and Hispanic students scored at an orange level, with an increase of 3.3% and 4.1%, when compared with "all students" scoring at a green level, and demonstrating a decline (-0.5%). In order to address this area, we have added multiple forms of intervention: Attendance is focusing efforts schoolwide through acknowledgements of perfect attendance at whole school assemblies. Additionally, ACSD is adopting a social emotional learning curriculum (Caring School Community) for implementation next school year, parents/guardians are contacted by attendance clerk if child is absent, administration attended PCOE passport to wellness program and attendance training.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Ackerman Charter School District does not have any schools identified for CSI.
Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Ackerman Charter School District does not have any schools identified for CSI.

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Ackerman Charter School District does not have any schools identified for CSI.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

#1 All students will achieve high standards in English Language Arts.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
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<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Benchmarks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS Next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR STAR Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The district received the results from ELA CAASPP and the Overall Achievement scores were analyzed. 31% of students exceeded standard, 40% of students met standard, 19% of students nearly met standard, and 9% of students did not meet standard. This data shows a 4% decrease in students exceeding standard when compared to last year's test scores. The percent of students who met standard remained the same- 39%. In the prior year, the percent of students who scored at nearly met/not met standard was 29%, this year that percentage dropped to 28%.

CAASPP ELA/Literacy Area Achievement Descriptors in the area of Reading (How well students understand stories and information that they read) showed 42% scored Above Standard, 42% scored Near Standard, and 16% scored Below Standard. In the area of Writing (How well students communicate in writing) showed 41% scored Above Standard, 45% scored Near Standard, and 14% scored Below Standard. In the area of Listening...
### Expected

18-19

Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Based on AR scores, 76% of students in primary will show growth of one or more years. 63% of Intermediate/ Middle School students will show reading growth of one or more years. Based on DIBELS Composite Score Primary/Intermediate will maintain or increase 78% of students reading at grade level.

Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 1%.

All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support and will increase ELA proficiency as measured by reading growth of at least one (1) grade level as measured by district benchmarks.

**Baseline**

Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Current AR baseline: 73% of students in primary showed reading growth of one or more years. Intermediate/ Middle School 60% showed reading growth of one or more years. DIBELS Composite Score Primary/Intermediate: 78% of students are reading at grade level.

70% of students scored met/exceeded on SBAC testing in English Language Arts.

All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support.

### Actual

(How well students understand spoken information) showed 27% scored Above Standard, 64% scored Near Standard, and 8% scored Below Standard. In the area of Research/Inquiry (How well students find and present information about a topic) showed 40% scored Above Standard, 51% scored Near Standard, and 9% scored Below Standard.

The California School Dashboard English Language Arts Assessment Report lists our student performance on the CAASPP at a High level, 44.8 points above standard, with a decline of 3.1%.

The students’ reading levels were assessed during multiple benchmarking and progress monitoring periods to measure students’ reading progress by at least one (1) grade level.

DIBELS Composite Score Primary/Intermediate: 73% (n=242/332) of students are reading at or above grade level. The results do not show an increase.

AR STAR Reading Reports: Primary: 76% (n=84/110) of students showed reading growth on one or more years. Intermediate/Middle School: 63% (n=153/244) showed reading growth of one or more years. Primary and Intermediate/Middle School both met their goal of showing reading growth of one or more years.

All students who were at least two (2) grade levels below received targeted support through a MTSS model system of support.

### Actions / Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Page 13 of 123
1. Williams Act tenets complied with:
   a. All students will receive CCSS aligned ELA texts, materials, and curriculum.
   b. All students will receive science curriculum (social science, physical science, life science, etc.) that further supports literacy.
      i. Social Studies curriculum- Adopt/Implement
      ii. Science Curriculum Pilot- Spring 2019

1. Maintained full compliance with William Act tenets:
   a. All students received CCSS aligned ELA texts, materials, and curriculum.
   b. All students received science curriculum (social science, physical science, life science, etc.) that further supports literacy.
      i. TCI will be purchased for sixth grade to align with the 7th/8th grade current TCI curriculum.
      ii. Grade span teacher representatives attended Science Curriculum Toolkit training sponsored through PCOE in January. 5th and 6th grade teachers piloted Amplify Science. All teachers attended a training on Amplify Science on March 11th. The teachers attended a NGSS training opportunity through PCOE on the week of June 17th.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Staffing:</td>
<td>2. Staffing:</td>
<td>Certificated Salaries and Benefits, Services and Other Operating Expenditures Base 786217</td>
<td>Certificated Salaries and Benefits Title II $593,328</td>
</tr>
<tr>
<td>a. All students shall be instructed in ELA by highly qualified staff.</td>
<td>a. All staff were determined to have appropriate credentials or licenses for the subjects they taught and are considered highly qualified.</td>
<td>Certificated Salaries and Benefits Title II 5512</td>
<td>Certificated Salaries and Benefits Title II $4,772</td>
</tr>
<tr>
<td>b. Staff shall receive to ELA related professional development activities.</td>
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</tbody>
</table>
b. Professional Development training for staff in the area of English Language Arts included: UDL (TK-8)- peer observation of teaching UDL Lessons (October 24,25,30 and January 22,23,29, and March 11,12,19th). Other professional development included: MTSS overview, Writing by Design curriculum, 21st Century Skills, 21st Century Collaboration with Grade Level Teams. Additionally, teachers participated in a Summer Institute which focused on differentiation of ELA Curriculum.

<table>
<thead>
<tr>
<th>EPA - Education Protection Act:</th>
<th>Certificated Salaries and Benefits, Services and Other Operating Expenditures Supplemental $71812</th>
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</thead>
<tbody>
<tr>
<td>EPA - Education Protection Act:</td>
<td>Certificated Salaries and Benefits, Services and Other Operating Expenditures Supplemental $95,040</td>
</tr>
<tr>
<td>EPA - Education Protection Act:</td>
<td>Services and Other Operating Expenditures Base $1,350</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Assessment:</td>
<td>3. Assessment:</td>
<td>Books and Supplies Base 281</td>
<td>Books and Supplies Lottery $18,148</td>
</tr>
<tr>
<td>a. Purchase and analyze benchmark assessments, CAASPP assessments, and develop student report cards.</td>
<td>a. Student ELA achievement benchmarks were reported and analyzed from the CAASPP test.</td>
<td>Books and Supplies Lottery 7603</td>
<td></td>
</tr>
<tr>
<td>b. 5th and 8th grade students will participate in the Operational New California Science Test (CAST) and Field Testing for the California Alternate Assessment- Science (CAAS).</td>
<td>Assessments were purchased and all students were assessed using district benchmark assessments: ESGI, DIBELS NEXT, BPST, FRY, Slosson, AR STAR Reading. Students in grades 3rd-8th were given IAB's (Interim Assessment Blocks) from CAASPP.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Student's growth was communicated to families through regular progress reports, Jupiter</td>
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</tbody>
</table>
Grades (4th-8th); report cards (TK-8th) were issued three times a year.

b. 5th and 8th grade students participated in the Operational New California Science Test (CAST).

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students at least two grades below grade level in ELA will receive targeted services.</td>
<td>a. Students in middle school scoring at least two grade levels below in ELA received Intervention classes: Academic Support, Academic Language Support, Newsela, AVID, extended day core support, small group instruction, and Intervention Staff push-in.</td>
<td>Books and Supplies Lottery 725</td>
<td>Books and Supplies Lottery $8,017</td>
</tr>
<tr>
<td>b. Students who score at-risk using our district universal screener (DIBELS) will receive targeted support.</td>
<td>b. Students scoring at-risk using our DIBELS screener received support through Read Live, SIPPS Beginning and Extension, KPALS, PALS, SNAP words, Small group instruction, Intervention Staff push-in, and extended day core support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ELD standards will guide instruction, interventions, and supports for identified EL students.</td>
<td>c. ELD standards guided instruction, intervention services, and support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Grade level specific ELD standards embedded in purchased ELA adoption (Benchmark, Windows and Mirrors).</td>
<td>i. Grade level specific ELD standards were embedded in purchased ELA adoption (Benchmark, Windows and Mirrors).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action 5

5. Technology:
   a. Students will receive technology to support ELA academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).
   b. Staff shall integrate technology into classroom activities and instruction.
   c. Staff shall receive professional development activities related to classroom technology implementation.

5. Technology
   a. Students in Kindergarten had access to classroom chrome boxes, students in 1st Grade had access to Chromebook carts, and students in grades 2nd-8th received 1:1 Chromebooks. Students in middle school took their Chromebooks home. eBooks access for ELA, ELA intervention, Science, and Social Studies curriculum; text-to-speech and speech-to-text programs were available for targeted students; Teachers used iPads to deliver small group instruction (Speech, OT, Title 1) and assessment for primary grades, and JupiterEd for gradebooks and progress reporting to families.

   Asset Tiger was used to manage the Chromebooks that were checked out to our middle school students. Asset Tiger managed Chromebook check-ins, checkouts, damages, fines, etc.

   b. Staff integrated technology into classroom activities and instruction by using Discovery Streaming, Google products (Drive, Docs, Slides, Classroom, Calendar) to
deliver instruction. Interactive Flat Panel screens were the primary source for delivering and facilitating classroom instruction. SMART Boards and SMART technology were also used on campus. Voice Enhancement systems were installed in all classrooms to promote student engagement and evenly distribute sound throughout the classroom.

c. Classroom technology implementation professional development included: UDL training, Professional Learning Communities, and Staff Presentations.

Analysis

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

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

Actions and services for this goal were implemented as planned. Our school fully implemented Common Core English Language Arts using Benchmark and Mirrors & Windows Curriculum. Additional curriculum was purchased to meet the enrollment needs. 100% of our staff are highly qualified and hold the appropriate credential for teaching their subject. We purchased and analyzed benchmark assessments, CAASPP Assessments, and refined student report cards. Interventions and supports were provided to students who scored two grade levels below through a MTSS model of support. Professional development included MTSS, UDL (TK-8), teacher planning release time, and peer observation of teaching UDL Lessons, 21st Century Skills, 21st Century and Collaboration with Grade Level Teams. Additionally, staff participated in NGSS Training, Writing by Design, Weekly Professional Learning Communities, Monthly Staff Meetings, and CAASPP staff development training. Our district focus on UDL/MTSS included ongoing professional development and were followed up through professional learning communities, staff release time, and peer teaching observation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, our actions/services were effective in meeting our goals. Our goal was to have 75% of students reading at grade level as measured by scoring met/exceeded on CAASPP testing. Our ELA score shows that 71% of our students are performing at the met/exceeded level on CAASPP testing. The California School Dashboard English Language Arts Assessment Report lists our student performance on the CAASPP at a high level (green) 44.8 points above standard, demonstrating a decline of -3.1 Points. Our DIBELS Composite Score goal was to have Primary/Intermediate maintain or increase their previous score of 78%. Our Primary/Intermediate student composite score demonstrated that 73% of students met this goal. When examining AR scores, our goal was to have 76% of students in primary showing growth of one or more years and 63% of Intermediate/Middle School will show reading growth of one or more years. The data showed that we achieved the goal of having 76% of Primary students showed reading growth of one or more years and 63% of Intermediate/Middle School showed reading growth of one or more years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 1 - More classroom materials and curriculum supplements were purchased.
Goal 1 Action 2 - Maximized EPA, Supplemental and Lottery funds for professional development training throughout the year.
Goal 1 Action 3 - Increased cost of educational software.
Goal 1 Action 4 - Additional support and materials for small group instruction and intervention.
Goal 1 Action 5 - Additional technology leases.

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

As a result of this analysis and analysis of the LCFF Evaluation Rubrics and the California Dashboard, no changes will be made to the goal, actions, or metrics of goal 1. The metric will be adjusted, our goal will remain the same next year. ACSD will continue to offer Professional Development to staff in the area of English Language Arts through a UDL/MTSS lens. Continue to expand our knowledge in UDL instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner’s needs). Use MTSS to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. Our initial MTSS focus area is on implementing Social Emotional Learning Curriculum with a three year roll out plan. This summer, primary teachers and support staff will receive professional development sponsored by the Center for Collaborative Classroom with their research proven Caring School Community Curriculum. The Caring School Community Curriculum will be implemented by the primary grades next school year. Intermediate grades will implement in year two, followed by the middle school in year three. Additionally, ACSD is offering a Summer Institute for grade level teachers in order to provide the opportunity to spend time examining and differentiating our current ELA Curriculum. The Summer Institute will allow the staff to engage in the educational practice of modifying or adapting instruction, school materials, subject content, class projects, and assessment methods to better meet the needs of diverse learners. Also, ACSD is moving forward with implementing Writing by Design Curriculum. Writing by Design is proven-effective writing instruction for building competence and confidence with learners of all levels and types in grades TK–8. ACSD strives to create common language among classrooms to improve student achievement and understanding through repetition and consistency. The Social Emotional Learning Curriculum
addition can be found in Goal 5 (Each student learns in an equitable and optimal learning environment). The Writing by Design Curriculum and Summer Institute addition can be found in Goal 1 (All students will achieve high standards in English Language Arts).
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

#2 All students will achieve high standards in math.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS Net Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The district analyzed the results from CAASPP and Overall Achievement scores were analyzed. 31% of students exceeded standard, 29% of students met standard, 28% of students nearly met standard, and 12% of students did not meet standard. This data demonstrates a 1% decrease in students exceeding standard when compared to last year’s test scores. The percent of students who met standard remained almost the same as last year. Additionally, the students who nearly met standard, decreased 3% from last year. The students who did not meet standard, increased by 3% from last year.

CAASPP Math Area Achievement Levels in the areas of Concepts and Procedures (How well students use mathematical rules and ideas) showed 43% Above Standard, 38% scored Near Standard, and 19% scored Below Standard. In the area of Problem Solving, Modeling, and Data Analysis (How
18-19
All students’ Math proficiency will grow by at least one (1) grade level as measured by curriculum assessments.

Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 2%.

All students who are at least two (2) grade levels below will receive targeted support through a MTSS model structured system of support and will increase Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.

Baseline
DIBELS Net Math Universal Screener Baseline will be established in June 2017.

59% of students scored met/exceeded on CAASPP testing in English Language Arts.

All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support.

---

**Expected**

**Actual**

students can show and apply their problem solving skills) showed 37% scored Above Standard, 43% scored Near Standard, and 20% scored Below Standard. In the area of Communicating Reasoning (How well students think logically and express their thoughts in order to solve a problem) showed 34% scored Above Standard, 52% scored Near Standard, and 15% scored Below Standard.

The California School Dashboard Math Assessment Report lists our student performance on the CAASPP at a High level, 18.8 points above standard, maintaining at (-2.5 points).

DIBELS Net Math Benchmarks were given to students and the results were analyzed. Last year our baseline was established. The 2017-2018 DIBELS Net Math Universal Screener baseline score demonstrated that 60% of students in primary grades were at/above grade level. This year, in the primary grades, the DIBELS Composite Scores (combines computation and problem solving) showed 62% (n= 79/127) scored at or above benchmark. The primary students increased their initial benchmark score by 2%. The 2017-2018 DIBELS Net Math Universal Screener baseline was established for intermediate grades. 72% of our intermediate students scored at/above benchmarks. This current school year, in intermediate grades, the DIBELS Composite Scores (combines computation and problem solving) showed 72% (n=85/118) of students scored at or above benchmarks which maintained our baseline score. In our middle school sample, our baseline was established showing 57% (n= 34/60) scored at the at/above grade level. This year, the students scored 51% (n=29/57) scored at or above standard. The students did not increase from the established baseline.

All students who were at least two (2) grade levels below received targeted support through a MTSS model system of support.

---

**Actions / Services**

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

---

**Action 1**
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Williams Act tenets complied with:</td>
<td>1. William Act tenets complied with:</td>
<td>Shared with Goal 1, Action 1</td>
<td>Books and Supplies Lottery $5,802</td>
</tr>
<tr>
<td>a. All students will have access to CCSS aligned Math texts, materials, and curriculum.</td>
<td>a. Maintained full compliance with William Act Tenets; implemented Go Math, CPM Curriculum, supplementary curriculum for middle school includes Open-Up Resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Additional Math curriculum purchased in anticipation of increased enrollment.</td>
<td>b. GoMath consumables purchased for each student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Staffing:</td>
<td>Staffing:</td>
<td>Shared with Goal 1, Action 2</td>
<td>Shared with Goal 1, Action 2</td>
</tr>
<tr>
<td>a. All students shall be instructed in Math by highly qualified staff.</td>
<td>a. All staff were determined to have appropriate credentials or licenses for the subjects they taught and are considered highly qualified.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Assessment:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Purchase and analyze benchmarks assessments, CAASPP assessments, and develop student report cards.</td>
<td>Assessment:</td>
<td>Shared with Goal 1, Action 3</td>
<td>Shared with Goal 1, Action 3</td>
</tr>
<tr>
<td></td>
<td>a. Student math achievement benchmarks were reported and analyzed from the CAASPP test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students were assessed using curriculum assessments. Students in grades 3rd-8th were given IAB's (Interim Assessment Blocks) from CAASPP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DIBELS Math Benchmarks assessments were given and analyzed to measure students' progress toward CCSS standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students' growth was communicated to families through regular progress reports, Jupiter Grades (4th-8th), report cards (TK8th) were issued three times per year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Intervention:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring.</td>
<td>Intervention:</td>
<td>Shared with Goal 1, Action 4</td>
<td>Shared with Goal 1, Action 4</td>
</tr>
<tr>
<td></td>
<td>a. Students in middle school scoring at least two grade levels below in math received intervention: Math intervention class, Math tutoring, Intervention staff push-in, and extended day core support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. ELD standards will guide instruction, interventions, and supports for identified EL students.

Primary/Intermediate students scoring at-risk received math support through: Instructional assistant support, Intervention staff push-in/pull-out, Touch Math, and Extended day core support.

b. ELD standards guided instruction, intervention services and supports.

| Action 5 |
|------------------|-----------------|------------------|
| **Planned Actions/Services** | **Actual Actions/Services** | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
| 5. Technology: | 5. Technology: | Shared with Goal 1, Action 5 | Shared with Goal 1, Action 5 |
| a. Students shall have access to technology to support Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab). | a. Students in Kindergarten had access to classroom chrome boxes, students in 1st Grade had access to Chromebook carts, and students in grades 2nd-8th received 1:1 Chromebooks. Students in middle school took their Chromebooks home. eBooks were accessed for Math, iXL, Khan Academy (middle school); text-to-speech and speech-to-text programs were available for targeted students. | | |
| b. Staff shall integrate technology into classroom activities and instruction. | b. Staff integrated technology into classroom activities and instruction by using Discovery Streaming, Google products (Drive, Docs, | | |
| c. Staff shall receive professional development activities related to classroom technology implementation. | | | |
Slides, Classroom, Calendar) to deliver instruction. Interactive Flat Panel screens were the primary source for delivering and facilitating classroom instruction. SMART Boards and SMART technology are also used on campus. Voice Enhancement systems are installed in all classrooms to promote student engagement and evenly distribute sound throughout the classroom. c. Classroom technology implementation professional development included Professional Learning Communities and Staff Presentations.

Analysis

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

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

Actions and services for this goal were completed as planned. Our school fully implemented Common Core math using Go Math!, CPM, and Open-Up curriculum. Additional curriculum was purchased to meet the needs of increased enrollment. 100% of our staff are highly qualified and hold the appropriate credential for teaching their subject. We administered and analyzed benchmark assessments, CAASPP assessments, and developed Common Assessments. Interventions and supports were provided to students who scored two grade levels below through a MTSS model of support. Professional Development included: 21st Century Skills, Universal Design for Learning, and MTSS (TK-8). ACSD is administering DIBELS Math Universal Screener this year to our 2nd-6th grade students.

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

Our CAASPP math score goal was to maintain or increase our score from the prior year. 60% of our students scored at the met/exceeded standards range which demonstrates that we maintained our goal. Our CAASPP scores show that 60% of our students scored at the met/exceeded standards range. The California School Dashboard Math Assessment Report lists our student performance on the CAASPP at a High level, 18.8 points above standard, maintaining at (-2.5 points). Support Staff provides push-in/pull-out support for math intervention, as well as students using the Learning Center for additional support, and a Middle School math intervention class.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 1 - Purchased supplemental materials to support math curriculum.

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

As a result of this analysis and analysis of the LCFF Evaluation Rubrics and California Dashboard, this goal will remain the same next year. Our students almost met the current goal of 63% of students scoring met/exceeded standard level. Grade level teams will continue to work and expand their formative assessments within their grade level teams. A Summer Professional Development opportunity time is being sponsored by ACSD. During the Summer Professional Development, grade level teams examined their math curriculum in order to take a proactive approach in differentiating the curriculum through close examination of the content, process, and product. We will continue to expand our knowledge in UDL instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner’s needs). We will also use MTSS to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.
**Goal 3**

#3: Targeted students shall have access to a broad course of academic study, along with intervention and enrichment opportunities. Parents/Guardians shall be apprised of student progress.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>
## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP scores</td>
<td></td>
</tr>
<tr>
<td>Adopted publisher assessments for reading/language arts and math,</td>
<td></td>
</tr>
<tr>
<td>Local district benchmarks (DIBELS, FRY, BPST, ESGI, AR Star Reading)</td>
<td></td>
</tr>
<tr>
<td>CELDT scores</td>
<td></td>
</tr>
<tr>
<td>Parent Surveys</td>
<td></td>
</tr>
<tr>
<td>California Healthy Kids Survey</td>
<td></td>
</tr>
<tr>
<td>Staff Surveys</td>
<td></td>
</tr>
</tbody>
</table>

### 18-19
At-risk students will be identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY, BPST, ESGI, AR Star Reading), and ELPAC/CELDT scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring and will increase ELA and/or Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.

Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center. Baseline attendance will be established this year.

100% of at-risk students will have access to interventions, as well as to enrichments and electives, through course scheduling.

### Actual
CAASPP ELA testing results for Economically Disadvantaged showed 17% Exceeded Standard, 36% Met Standard, 27% Nearly Met Standard, and 20% did not Meet Standard. Math Testing results for Economically Disadvantaged showed 11% Exceeded Standard, 23% Met Standard, 41% Nearly Met Standard, and 24% did not Meet Standard.

The California Accountability Model English Language Arts Indicator lists our Socioeconomically Disadvantaged student performance on the CAASPP at a yellow level, 2.1 points above standard, demonstrating a decline (-3.2 points). Students with Disabilities scored an at-risk student at an orange level, 32.8 points below standard, demonstrating a decline of -22.4 points.

The California Accountability Model Mathematics Indicator lists our Socioeconomically Disadvantaged student performance on the CAASPP at a yellow level, demonstrating a decline of 7.9 points. Students with Disabilities did not receive a performance color due to number of students tested.

According to the California Dashboard, our spring 2018 ELPAC results demonstrated that 40% scored at Level 4- Well Developed, 33.3% scored at Level 3- Moderately Developed, 13.3% at Level 2- Somewhat Developed, and 13.3% scored at Level 1- Beginning Stage.

At-risk students were identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY, BPST, ESGI, AR Star Reading), and ELPAC scores. Identified students received targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring.

At-risk students were identified through assessment data. This year's RFEP rate was 26% (n=5/19). 3 students were given initial assessments, 66% (n=2/3) were identified as English Learners, 33% (n=1/3) were considered Initially Fluent. The students identified as English Learners take the ELPAC (English Language Proficiency Assessments for California) this spring.

Families of at-risk students received frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher
At-risk students will be identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY, BPST, ESGI, AR Star Reading), and CELDT scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring.

Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center.

At-risk students will have access to interventions, as well as to enrichments and electives, through course scheduling.

**Actions / Services**

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

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interventions/ At - risk students:</td>
<td>1. Interventions/ At - risk students:</td>
<td>Certificated and Classified Salaries and Benefits Supplemental 62870</td>
<td>Certificated and Classified Salaries and Benefits Supplemental $68,993</td>
<td>Certificated and Classified Salaries and Benefits Title I 14431</td>
</tr>
<tr>
<td>a. Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will</td>
<td>i. Identified at-risk students through assessment data. This year's RFEP rate was 26% (n=5/19). 3 students were given initial assessments, 66% (n=2/3) were identified as English Learners, 33% (n=1/3) were considered Initially Fluent. The students identified as English Learners took the ELPAC (English Language Proficiency</td>
<td>Certificated Salaries and Benefits Special Education 330613</td>
<td>Certificated Salaries and Benefits Special Education $439,994</td>
<td>Books and Supplies Special Education $2,927</td>
</tr>
</tbody>
</table>
iii. in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms);
iv. design outreach activities to assist families of at-risk students.
v. attend Professional Development Meetings/Workshops.
b. Use of instructional assistants to facilitate small group instruction;
c. ELA leveled instruction in primary grades;
d. Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives.

Assessments for California) this spring.

ii. Hearing bus and Vision bus screened students at targeted levels. Targeted services were provided to students through small group instruction, push-in/pull out support, instructional assistants assigned to grade/class level daily, and extended day core support.

iii. In conjunction with classroom teachers, our Intervention Planning forms were revised to include UDL Guidelines in order to communicate how our staff provided multiple means of representation (presented information and content in different ways), provided multiple means of action and expression (differentiated the ways that students can express what they know) and provided multiple means of engagement (recruited student interest and self regulation). The revised Intervention Forms provided assessment results to families during parent conferences, SSTs, and/or IEP meetings.

iv. Outreach activities were implemented to assist families of at-risk students. Learning Center held parent conferences, Speech and Language Department implemented Program Specialist Week, which invited parents, students, teachers, and assistants to work with our SLPA in order to...
learn strategies to better assist their child/student. Regularly scheduled parent conferences and kindergarten round-up also occurred. Additionally, Literacy Night and Family Math Night were held in the evenings and attended by students and parents (including unduplicated students and parents).


b. Additional staff was hired to support students in the Learning Center, as well as a push-in/pull out model of intervention. The Title 1 program was expanded through facility and staffing.

c. ACSD provided leveled instruction in the primary grades utilizing the general ed classroom and Title 1 room as delivery options.

d. Master schedule remained the same this year as it allowed for students to have access to interventions, enrichments, and electives.

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

Page 32 of 123
2. Enrichment activities and electives programs for each grade level
   a. Primary (grades TK - 3)
   b. Intermediate (grades 4-5)
   c. Middle School (grades 6-8)
      i. Align enrichments to CCSS standards;
      ii. Continue to elicit family input in student elective choices.

2. Enrichment activities and elective programs implemented at each grade level:
   a. Primary (Grades TK-3): Hour of Code, Digital Citizenship, General Classroom Music, Art Docent, Choir, 21st Century Challenge Units, PE, Library, After school Destination Imagination Teams and science programs (STAR NOVA) emphasizing chemistry and collaboration. Field trips included: Machado Orchard, Sacramento Zoo, Pumpkin Patch, Maidu Nature Center, Bernhard House, and STEM.
   b. Intermediate (Grades 4-5): Hour of Code, Digital Citizenship, Recorders, Band, Choir, Art Docent, 21st Century Challenge Units, Library, and PE. Field Trips included: (3 day/2 night Coloma trips (Science and Gold Rush), State Capital, Effie Yeaw Sacramento Nature Center.
   c. Middle School (Grades 6-8): Increased rigor and aligned electives to CCSS Standards: Leadership/Student Council changed to a full time elective with increased student engagement opportunities including: Canned food and toy drive, Pennies for Patients, Spirit Weeks, Valentine grams, Publicized and sold Spirit Wear, No One Eats Alone Day,

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Enrichment activities and elective programs</td>
<td>Classified Salaries and Benefits Supplemental 18157</td>
</tr>
<tr>
<td>for each grade level</td>
<td>Certificated and Classified Salaries and Benefits Base 370406</td>
</tr>
<tr>
<td>a. Primary (grades TK - 3)</td>
<td>Classified Salaries and Benefits Supplemental $27,260</td>
</tr>
<tr>
<td>b. Intermediate (grades 4-5)</td>
<td>Certificated and Classified Salaries and Benefits Base $374,043</td>
</tr>
<tr>
<td>c. Middle School (grades 6-8)</td>
<td>Books and Supplies Base $179</td>
</tr>
<tr>
<td>i. Align enrichments to CCSS standards;</td>
<td>Services and Other Operating Expenditures Base $1,700</td>
</tr>
<tr>
<td>ii. Continue to elicit family input in student elective choices.</td>
<td>Books and Supplies Lottery $267</td>
</tr>
<tr>
<td>b. Primary (Grades TK-3): Hour of Code, Digital Citizenship, General Classroom Music, Art Docent, Choir, 21st Century Challenge Units, PE, Library, After school Destination Imagination Teams and science programs (STAR NOVA) emphasizing chemistry and collaboration. Field trips included: Machado Orchard, Sacramento Zoo, Pumpkin Patch, Maidu Nature Center, Bernhard House, and STEM.</td>
<td>Services and Other Operating Expenditures Lottery $760</td>
</tr>
</tbody>
</table>

6th grade attended Powerhouse Science Center on April 1 and 8 for a program entitled "Digging Up the Past" which focused on archeology.

i. Enrichments were aligned to CCSS standards.

ii. All electives with objectives and descriptions were posted on our website in order to provide family's with information regarding each enrichment.
3. Provide families with access to students’ progress through:
   a. Technology;
   b. Report Cards;
   c. Informal/formal conferencing

3. Provided families with access to students’ progress through:
   a. Each family received a Chromebook policy and agreement which was signed and returned in order for student to receive Chromebooks. 100% of 6th-8th families returned a signed agreement. The primary students were covered by the technology acceptable use policy. Online grade books (Jupiter, Google Classroom) used to communicate students' progress to families. Primary classrooms sent home weekly newsletters.
   b. CCSS aligned report cards were completed by teachers online. Report cards were sent home each trimester. CAASPP Score reports were mailed home when received by district. Students in grades 5th and 7th participated in State PE testing. PE results were mailed home as well as a copy placed in cum folder.
c. Parent conferences were completed midway through the first trimester. A minimum day parent conference was held in the beginning of trimester two to meet with targeted student's families. An additional conference day was held during trimester 2. Informal conferencing happened via emails, phone calls, and face to face meetings throughout the year.

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Implement a Learning Center Model to service our RSP, SDC, and at-risk student population through:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. increasing efficiency of services</td>
<td>4. Implemented a Learning Center Model to service our RSP, SDC, and at-risk student population through:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. increasing teacher ownership for all students</td>
<td>a. The Learning Center was relocated to a central location on campus. The Learning Center model focused on students being a part of the general education classroom and rotating to the Learning Center, as needed, to receive the appropriate level of academic support. Time spent in the Learning Center was based on academic need, and students were grouped to receive intervention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. blending long term, remedial instruction with a model that is systematic and cyclical which serves a greater population of “at-risk” students</td>
<td>b. Teacher ownership of students was increased through our District focus on MTSS (All means ALL), Universal Design for Learning,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books and Supplies Lottery $2,379</td>
<td>Books and Supplies Special Education $168</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books and Supplies Lottery 300</td>
<td></td>
</tr>
</tbody>
</table>
Professional Learning Communities, Weekly Special Education Team Meetings, and beginning of the year orientation meetings for all at-risk students attended by 100% of the staff.

c. The Learning Center implemented the following ELA Curriculum to support both remedial and long term instruction to students: Grade level text plus the Mirrors differentiated ELA for grades 6-8. Re-teach lessons from Go Math as well as, Unique Curriculum (elementary and middle school), Edmark Reading Milestones, and TouchMath.

Analysis

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

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

Actions and Services for this goal were implemented as planned. At-risk students were identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY, BPST, ESGI, AR STAR Reading), and ELPAC scores. Students were administered the ELPAC in April 2019. Students received targeted services from Support Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring. Families of at-risk students received frequent communication regarding their student's progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers. Our baseline of 98% was maintained this year of parent/teacher conference attendance for students through the Learning Center. At-risk students had access to interventions, as well as to enrichments and electives through course scheduling.

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

Our Learning Center Model provided students with direct instructional services in content, learning strategies, and progress monitoring in academics, transition, and/or social communication skills in order to provide targeted students access to a broad course of academic study, intervention, and enrichment opportunities. Families were regularly apprised of student progress.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action 1 - Increased speech, language & counseling support. Added outreach activities. Vision screening, hearing van and behavior services fees.
Goal 3 Action 3 - Increased cost due to grades 4-8 using Jupiter Grades.
Goal 3 Action 4 - Instructional Materials for the Learning Center.

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

As a result of this analysis and analysis of the LCFF Evaluation Rubrics and California Dashboard, this goal will remain the same next year. ACSD is moving to Aeries Gradebook from Jupiter Grades so that parents will have a single source of information for their students' class grades, schedule information, report cards, and CAASPP results. All parents will receive information about the Aeries Parent Portal before the beginning of the 2019-20 school year. Moving to Aeries Gradebook also provides a seamless transition for our parents and students when they graduate to the high school district. Aeries will take the place of Jupiter Grades in the technology sections of Goals 1,2,and 3 next year (Action 3 in each goal).
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

#4: Create more physical space, and/or facilities to carry out educational objectives; to create facilities that will serve as a community-use space. Continue to gather input from school, families, and greater community.

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
<td>Actual</td>
</tr>
<tr>
<td>Parking Lot Expansion completed</td>
<td></td>
<td>The initial phase of Bowman 2025 has been completed. ACSD is continuing its strategic planning through field expansion of adjacent lot closest to the new Multipurpose Building. ACSD has begun the process of environmental impact report as we look to move forward with field expansion.</td>
<td></td>
</tr>
<tr>
<td>Community Multipurpose Building completed</td>
<td></td>
<td>Safety Plan updated and approved by Board in January 2019.</td>
<td></td>
</tr>
<tr>
<td>Safety Plan compliance</td>
<td></td>
<td>Maintenance current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters). Additionally, on February 15, 2019, Ackerman Charter School annual oversight facilities inspection was completed. The results showed that the campus facilities are in overall good condition and are well maintained.</td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td></td>
<td>Maintenance current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters). Additionally, on February 15, 2019, Ackerman Charter School annual oversight facilities inspection was completed. The results showed that the campus facilities are in overall good condition and are well maintained.</td>
<td></td>
</tr>
<tr>
<td>Number of students, classes and community groups accessing Multipurpose Room.</td>
<td></td>
<td>Maintenance current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters). Additionally, on February 15, 2019, Ackerman Charter School annual oversight facilities inspection was completed. The results showed that the campus facilities are in overall good condition and are well maintained.</td>
<td></td>
</tr>
</tbody>
</table>

According to the Parent Survey, 97% of parents agree/strongly agree that the school is in good repair.

The Multipurpose Room was used throughout each day to service choir, band, and general music classes. Additionally, the baseline was established that all students had access to the Multipurpose Room as the gym area was
18-19
Progress toward strategic planning for Bowman 2025 (Facilities Master Plan).

Maintain current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters). Looking to establish baseline FIT score.

Establish baseline of number of students, classes and community groups accessing Multipurpose Room.

Baseline
Engineering studies, PG&E Surveys, and CEQA studies have been completed. Architectural plans have been approved by DSA. JK Architects and C & S Construction have been hired to complete community multipurpose building and parking lot expansion.

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

| Action 1 |
|---------------------------------|---------------------------------|----------------|----------------|
| **Planned Actions/Services**    | **Actual Actions/Services**     | **Budgeted Expenditures**      | **Estimated Actual Expenditures** |
| 1. Continue strategic planning for “Bowman 2025” (Facilities Master Plan). | 1. Facilities Master Plan | Other Outgo | Services and Other Operating Expenditures Fund 40 - Special Resource-Capital Outlay $51,377 |
| a. Develop building, site, and grading designs. | a. Building, site, and grading designs for the Multipurpose Room have been completed. | Base 45000 | |
| b. Develop phasing and implementation plan. | b./c. Environmental impact report being completed for the possible addition of soccer fields in the land adjacent to the Multipurpose Room building. | | |
| c. Environmental site review and plans | | | |
| d. Identify funding sources. | d./e. Funding sources and community outreach were promoted by PTO (Parent Teacher | | |
| e. Continue community outreach. | | | |

f. Land debt was paid off.

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Maintain current facilities in a safe and operational manner.</td>
<td>2. Maintained current facilities in a safe and operational manner.</td>
<td>Books and Supplies, Services and Other Operating Expenditures, Capital Outlay</td>
<td>Books and Supplies Base $5,105</td>
</tr>
<tr>
<td>a. Routine maintenance of current facilities</td>
<td>a. Routine maintenance occurred to existing facilities. On February 15, 2019, Ackerman Charter School Annual Oversight Facilities Inspection was completed. The results showed that the campus facilities are in overall good condition and are well maintained. Facility spaces were updated to maximize efficiency of student services: Maker’s Lab in progress, Title 1 room relocated and expanded to include Technology office, TK/Kids Club room relocated for maximizing space and ease of student drop-off and pick up, Conference Room was built in the back of the multipurpose room and is used for parent/community/staff meetings. Kids Club office was added next to Conference Room</td>
<td>Base 17000</td>
<td></td>
</tr>
</tbody>
</table>

Books and Supplies Base $5,105

Services and Other Operating Expenditures Base $5,752

Capital Outlay Base $9,000

Books and Supplies Supplemental $63
occurred as well as fire extinguisher and elevator maintenance. Exterior gates were relocated as a community ingress/egress location was added through the main office building. Sidewalk bollards were added to the front of the school for the safety of the students.

Analysis

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

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

The overall implementation of the actions/services of the goal were successful. Our current facilities were maintained and our Safety Plan was updated. We are still waiting on State Bond funds to be released with regards to the possibility of further expansion.

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

ACSD worked tirelessly in regards to the new community multipurpose room and parking lot expansion. It is rewarding to see the building completed and have our families pull into our expanded parking lot to access the school. Current facility spaces were reallocated to maximize efficiency, community and student use, and safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4 Action 1 - DSA Fees for construction project higher than expected, final construction sublease payments - These are expensed in Fund 40.
Goal 4 Action 2 - Increased cost due to move of campus entry gate and addition of sidewalk bollards for safety.

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

At this time, The Multipurpose Room community-use space has been completed. ACSD will continue to look towards Bowman 2025 through field expansion. Goal 4 will continue to focus on providing students with a safe, optimal learning environment that is responsive to the changing needs of the students.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Each student learns in an equitable and optimal learning environment. Maintain transparent communication with families.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent, Staff, and Student Surveys</td>
<td></td>
</tr>
<tr>
<td>California School Accountability System (Dashboard)- Suspension</td>
<td></td>
</tr>
<tr>
<td>CALPADS/ Aeries Attendance and Discipline data</td>
<td></td>
</tr>
<tr>
<td>Local School Wellness Policy Implementation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent, Staff, and Student Surveys were administered.</td>
<td></td>
</tr>
<tr>
<td>Based on this year's California Healthy Kids Survey, the question regarding the level of school connectedness for secondary grades showed 66% of the students reporting &quot;Agree&quot; or &quot;Strongly agree&quot; which is an increase from the baseline score of 61%. Our elementary grades reported that 82% of the students reported &quot;Yes, most of the time&quot; or &quot;Yes, all of the time&quot; to feeling connected at school. The elementary students maintained their score from last year. 48% of our parents completed the parent survey. Based on Parent Survey, 92% agree or strongly agree that their child feels safe at school. 89% feel that their child feels connected to school. The percentage of parents that felt that bullying is a concern at school decreased by greater than 2% as evidenced by Parent Survey Results (comments). The numbers of comments regarding bullying decreased by 5.97%.</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
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<td>----------</td>
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</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;Based on California Healthy Kids Survey, increase level of school connectedness by 2% from prior year. Maintain or increase baseline percentage (82%) of students feeling safe at school.</td>
<td><strong>The attendance rate,(benchmarked April 5, 2019), maintained at 95.73%. Our last school year's attendance rate was 95.85%</strong>.</td>
</tr>
<tr>
<td>Based on Parent Survey, maintain or increase baseline percentage (94%) of families who agree or strongly agree that their child feels safe and connected to school.</td>
<td><strong>Total Chronic Absenteeism Rate is 4%, benchmarked April 5, 2019, (2.5%= low income, &lt;1% EL's)</strong>;</td>
</tr>
<tr>
<td>The percentage of parents that feel that bullying is a concern at school will decrease by 2% as evidenced by Parent Survey Results (comments).</td>
<td><strong>Maintained an 8th grade drop-out rate of zero</strong>;</td>
</tr>
<tr>
<td>Increase attendance rate by at least 1% from prior year;</td>
<td><strong>The California School Dashboard Suspension Rate Report lists our all student suspension rate at a green level, demonstrating a decline of 0.7%. Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students suspension rate was also at a green level. White students suspension rate was at a yellow level, and students with two or more races at a blue level. All other student subgroups had no performance colors due to group size. Current Suspension rate is 1.8% and expulsion rate is 0%;in response to the increased suspension rate, ACSD is implementing a Social/Emotional Learning curriculum on a three year role out plan.</strong></td>
</tr>
<tr>
<td>Total Chronic Absenteeism is 5% (4% = low income, &lt;1% = EL's); the outcome is to maintain/decrease Chronic Absenteeism by 1% from prior year;</td>
<td><strong>Maintained Wellness Policy Leadership and permitted participation by stakeholders in the wellness policy process.</strong></td>
</tr>
<tr>
<td>Maintain an 8th grade drop-out rate of zero;</td>
<td></td>
</tr>
<tr>
<td>Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
<td></td>
</tr>
<tr>
<td>Maintain Wellness Policy Leadership and permit participation by stakeholders in the wellness policy process. Enhance current policy through setting a goal(s), measuring goal(s), and assessing outcome(s).</td>
<td></td>
</tr>
</tbody>
</table>
Baseline
Based on California Healthy Kids Survey, on average, 61% of our students feel a high level of school connectedness. 82% of our students report feeling safe at school.

Based on Parent Survey, 94% agree or strongly agree that their child feels safe and connected to school.

The attendance rate (benchmarked March 2017) decreased from 97.17% to 96.24%

Total Chronic Absenteeism is 4% (4% = low income, 0% = EL's); the outcome is to decrease Chronic Absenteeism by 1%.

The California Accountability Model Suspension Rate Report lists our all student suspension rate at a very low level (0.2%), demonstrating a decline of 0.4%. Socioeconomically Disadvantaged students suspension rate was also very low (0%), demonstrating a decline of 0.5%. Students with Disabilities suspension rate was also very low (0%), demonstrating a significant decline of 2.1%. Dropout rate = 0.

ACSD has a Wellness Board Policy.

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

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase attendance</td>
<td>1. Attendance</td>
<td>Certificated and Classified Salaries and Benefits Base $76470</td>
<td>Certificated and Classified Salaries and Benefits Base $78,957</td>
</tr>
<tr>
<td>a. Attendance personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contacted absent students’ families</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Attendance personnel contact absent students’ families daily through automated system.
b. Students with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist).
c. Explore using local community and PCOE resources to decrease chronic absenteeism.

daily through automated system; students absent from school had the opportunity to request independent study; middle school students were able to access missed curriculum through Chromebooks using the updated Bowman Website, Google Accounts, Google Classroom, and Google Calendars.

b. School administration, teachers, and Support Service personnel (School Psychologist) supported students with absence/attendance challenges through phone calls, emails, face-to-face meetings, and independent study.

c. Administration attended PCOE Passport to Wellness on 9/13/18 and Attendance Training on 9/24/18.

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Continue to encourage positive student behavior and choices that keep students in classrooms.</td>
<td>2. Continued to encourage positive student behavior and choices that keep students in classrooms.</td>
<td>Certificated Salaries and Benefits Base 40874</td>
<td>Certificated Salaries and Benefits Base $43,457</td>
</tr>
<tr>
<td>a. Student discipline choices documented and communicated to families through multiple means (phone, notes, email, etc.)</td>
<td>ACSD implemented the “Bowman P.R.I.D.E.” program which recognizes students who demonstrate the characteristics of Perseverance, Respect, Integrity, Discipline, and Empathy. All school rallies were held to promote school spirit, attendance, and</td>
<td></td>
<td>Books and Supplies Lottery $34</td>
</tr>
<tr>
<td>i. Student Discipline Referral forms used to document behavioral choices.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iii. Bullying Prevention/Awareness
b. Updating of Student Handbook
c. Updating of Safety Plan

recognized academics, sportsmanship, and performing arts.

Staff participated in Social Emotional Learning Curriculum training in the summer sponsored by the Center for Collaborative Classroom.

a. Multiple means (phone calls, notes, forms, etc) were used to communicate student behavior choices to parents. Assistant Principal assisted with family/student outreach and discipline.

i. Discipline Referral forms were used by teachers and assistants for behavioral documentation, next steps, and parent/guardian communication.

ii. "Re-Focus" forms were used by classroom teachers to allow students to have the opportunity to "re-focus" (leave their classroom to a partner teacher's classroom, complete "re-focus" form, return to class) and try again.

iii. The School Resource Officer visited every Middle school classroom to discuss cyber safety and awareness.

b. Student handbook was updated to reflect current information, policy, and procedures.

c. Safety Committee met several times throughout the school year. Safety Committee roles were updated and revised. Safety plan was updated and approved by the Board in January 2019.
Action 3

Planned Actions/Services

3. Maintain and extend family/school communication and activities participation.
   a. Through technology
   b. Home-to-School newsletters
   c. Phone calls

Actual Actions/Services

3. Maintained and extended family/school communication and activities participation.
   Bowman School-Home folders were purchased for primary and intermediate grades. Good News Postcards were used to communicate positive messages to families regarding their student.

Four Back-to-School Nights were held to meet the needs of the families with students in multiple grades. In January, a Charter Night was held to inform interested families about Bowman and the process to become a Charter student. Kindergarten registration happened in January to provide earlier notification of admittance to families.

In February, a parent meeting was held to discuss a 10-month impact of road closure on accessing campus.

A Literacy Night was held in October focusing on primary grade families and building literacy from the beginning. The Literacy Night was a "Make it, Take it" format.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Services and Other Operating Expenditures Base 1116</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies, Base $1,966</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services and Other Operating Expenditures Base $264</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies Lottery $940</td>
</tr>
</tbody>
</table>

Estimated Actual Expenditures

<table>
<thead>
<tr>
<th>Services and Other Operating Expenditures Base 1116</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies, Base $1,966</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services and Other Operating Expenditures Base $264</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies Lottery $940</td>
</tr>
</tbody>
</table>
everyone who attended received free books and literacy materials.

A Family Math Night was held in January focusing on intermediate grades. Students and their parents participated in hands-on CCSS math activities and received practical tips and strategies to solve word problems and homework.

Evening Performing Arts Programs, Fall Carnival, Octobofest, School Assemblies (Character, Auburn Symphony), Bowman has Talent evening showcase, classroom volunteers, art docents, field trip chaperones, Friends of the Library Classroom Readers, Bowman Bulls Golf Tournament, Open House, Book Fair, PTO BEF, and SSC were held to maintain and extend family/school participation. 96% of families surveyed feel the school offers opportunities to be involved as a parent.

A Volunteer Tea was held on June 3rd to recognize and honor parents/grandparents who volunteered in the classroom, chaperoned field trips, or served on committees.

a.-b. Home-to-school newsletters were emailed home to parents weekly. Hard copies were sent home to families who do not have access to technology. SARC is available on District Website.
School Climate survey was administered with a participation rate of 48%.

c. Automated phone calls were used as needed through School Messenger.

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain Wellness Policy Leadership and permit participation by stakeholders in the wellness policy process. Enhance current policy through setting a goal(s), measuring goal(s), and assessing outcome(s).</td>
<td>4. Wellness Leadership Committee met during the school year. Healthy food choices were present for students to select for breakfast, snack, and lunch. Our Kindergarten program applied for and received a grant from Raley's to establish a &quot;Farm to Fork Garden Program&quot; in our Kindergarten yard. PE/Health scope and sequence was developed and introduced to students throughout the year by our Athletic Director.</td>
<td>Shared with Goal 5, Action 3</td>
<td>Books and Supplies Base $4,904</td>
</tr>
</tbody>
</table>
## Analysis

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

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

| Actions and services were implemented as planned. Our overall attendance maintained at 95.73%. Contributing factors included high student illness and complete independent study contracts (current independent study contracts completed n= 78%, an increase from last year's percentage 61%). Our Chronic Absenteeism Rate is 4% (2.5%= low income, <1% EL's). Our 8th grade drop-out rate remained at zero. We maintained a <=2% student combined suspension and expulsion rate. We maintained and extended family/school participation activities. Wellness Committee met during the year. |

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

| Our actions and services to achieve this goal were satisfactory. Administration used multiple means of communication when talking with families regarding discipline. The most popular resources for families staying up-to-date with information was the Sunday Email Blast (99%), Email messages (95%), and the School Website (65%). |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| Goal 5 Action 2 - Increase due to additional efforts to implement school wide PRIDE program and All School rallies. |
| Goal 5 Action 3 - Purchased additional platform for school to home communication. Also purchased supplies/materials for Family Literacy & Family Math nights. |
| Goal 5 Action 4 - Kindergarten Garden Grant - Helping to teach students about healthy choices. |

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

As a result of this analysis and analysis of the Parents, Students, Staff surveys, LCFF Evaluation Rubrics and the California Dashboard, our goal will remain the same next year. Ackerman realizes the importance of having the students learn in an equitable and optimal learning environment, as we know that student achievement outcomes (academic, social/emotional) are influenced and impacted as a result. Teachers, administrators, school staff, students and community members must work together to create such environments. Due to the results of various stakeholder surveys, ACSD will move forward with implementing Social Emotional Learning Curriculum on a three year roll out plan. The changes can be found in Goal 5, action 2.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

1. On February 7, our first School Site Council/ LCAP Advisory Meeting (included administration, teachers - including teacher union representatives, parents) was held. Members were updated progress of current year’s LCAP Goals. Another focus was the school ingress/egress bridge construction impact.

2. On March 7, SSC/ LCAP Advisory Committee (includes administration, teachers - including teacher union representatives, parents) meeting was held. The District/School updates shared included: Reviewed questions to include in the Parent/Family survey that was sent out to families to receive input and gather information regarding Student Engagement, Parent Communication and Involvement, 21st Century Learning, and Rigor and Relevance. Surveying students, teachers, and school staff provided valuable data about how each group perceives conditions for learning and their strengths and needs. The Parent/Family survey was sent out in April (included parents of unduplicated pupils).

3. PTO (Parent Teacher Organization) met monthly (9/13/18, 11/8/18, 1/20/19, 2/14/19, 3/14/19, 4/11/19, 5/9/10) to promote student/family engagement, as well as funding specific projects for the school. Superintendent attended meeting to provide updates and receive feedback from parents and teachers. Topics included: test scores, construction updates, family engagement opportunities, etc.

4. Bowman Charter Information Night was held on January 9, 2019 (parents, community, staff).

5. Our school received a grant to delve into MTSS- (Multi-tiered system of supports). As a result, the staff was surveyed (10/18) to see what were considered to be a starting point, greatest need, for ALL of our students in the area of MTSS. The MTSS Leadership staff participated in the FIA (Fidelity Integrity Assessment).

6. The California Healthy Kids Survey (CHKS) was distributed to 5th and 7th graders and focused on student engagement, safety, health, and wellness. Results were available to the district in March 2019.

7. On April 5, 2019, SSC/ LCAP Advisory Committee (included administration, teachers - including teacher union representatives, parents) reviewed questions to be included on the Parent/Family survey that was sent out to families to receive input and gather information regarding Student Engagement, Parent Communication and Involvement, 21st Century Learning, and Rigor and Relevance.

8. On April 11th, 2019, the framework of the LCAP was presented to the School Board. Clarifying questions were answered regarding format and goals.
9. On May 24, 2019, SSC/ LCAP Advisory Committee (included administration, teachers - including teacher union representatives, parents) reviewed results of the Parent/Family survey that was sent out to families to receive input and gather information regarding Student Engagement, Parent Communication and Involvement, 21st Century Learning, and Rigor and Relevance.

10. On June 12, 2019, a Public Hearing was held to share and make the LCAP available to public comment. On June 19, ACSD Board approved the LCAP.

Impact on LCAP and Annual Update

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

1. The SSC members provided feedback on LCAP goals as well as school ingress/egress bridge construction impact. ACSD developed their Local Control and Accountability Plan utilizing the input from key stakeholder groups. ACSD believes that stakeholder engagement is an ongoing and annual process. As such, ACSD reviewed the prior year's LCAP, providing a refresher about current strategic plans and programs, and budgeting basics. Supt. Graham will hold a mandatory evening parent meeting regarding the impact of bridge construction and transportation of students to/from school.

2. The LCAP Advisory Committee reviewed previous LCAP parent survey and made appropriate edits to gather information essential to the LCAP process. Survey was scheduled to be released on April 10 through email, made accessible through our website, and hard copies were provided. By soliciting information from a wide span of stakeholders, information was gathered from multiple perspectives, ensuring goals and expenditures in the LCAP addressed all student groups and that representation took place across a spectrum of parents, staff, students, community members, committees, targeted student groups, and administration.

3. PTO stakeholder input helped provide direction and feedback in the priority areas of student/family engagement and facilities.

4. Our school’s vision and information were presented to potential families who were interested in bringing their children to Bowman. Questions were answered by Supt. Graham about ACSD.

5. The results of the MTSS survey (FIA) demonstrated that Social Emotional Learning was the greatest area of need. The FIA assisted us in examining our own systemic practices. It supports the continuous improvement cycle of the Local Control and Accountability Plan (LCAP) as well as assesses our capacity for building and sustaining a multi-tiered system of support. The MTSS committee researched and received an overview of SEL Curriculum from Center for Collaborative Classroom. MTSS/SEL will be highlighted throughout the LCAP.

6. California Healthy Kids Survey results indicated 82% of 5th graders and 66% of 7th graders feel strong school connectedness. The results also indicated that 80% of 5th graders and 64% of 7th graders feel school is safe or very safe. In the area of substance use and mental health, the data supported the need to implement a social emotional learning curriculum. As such, ACSD will be implementing Center for Collaborative Classroom curriculum "Caring School Community" on a three year roll out plan. Caring
School Community builds classroom and schoolwide community while developing students’ social and emotional learning (SEL) skills and competencies. It is designed to help students become caring, responsible members of their school communities.

7. SSC/ LCAP Advisory Committee (included administration, teachers, parents), focused on questions that would measure parent and student engagement.

8. SSC/ LCAP Advisory Committee reviewed preliminary Parent/Family results with the goal of providing feedback (May 2019). The results of this survey demonstrated the need for more parent awareness of our character education program.

9. School Board, Administration, Staff, and Stakeholders present at the meeting emphasized the importance of the LCAP highlight section as a tool for analyzing the LCAP. The Budget Plan Summary Section was introduced as an important addition to the LCAP to increase Budget transparency with our various stakeholder groups.

10. Superintendent will respond in writing to any public comments submitted in writing regarding the LCAP. There were no written public comment therefore, the superintendent did not need to respond in writing.
Goals, Actions, & Services
Strategic Planning Details and Accountability

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

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

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 All students will achieve high standards in English Language Arts.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 1: Basic (Conditions of Learning)  
- Priority 2: State Standards (Conditions of Learning)  
- Priority 3: Parental Involvement (Engagement)  
- Priority 4: Pupil Achievement (Pupil Outcomes)  
- Priority 7: Course Access (Conditions of Learning)  
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
Implementation of the Common Core State Standards in English Language Arts as measured by CAASPP testing, Interim Assessment Blocks, and district assessments for all students are essential to measure progress toward goals. Current and future CAASPP assessments and district assessments/benchmarks will continue to be analyzed to measure students’ ELA growth and progress.

2016-2017 CAASPP results:
- 35% of students exceeded standard  
- 39% of students met standard  
- 17% of students nearly met standard  
- 8% of students did not meet standard.

DIBELS Composite Score Primary/Intermediate:
78% (n= 253/325) of students are reading at grade level

AR STAR Reading Reports:
Primary 73 % (n= 93/128) of students showed reading growth of one or more years
Intermediate/ Middle School 60% (n= 149 / 250) showed reading growth of one or more years.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Benchmarks: DIBELS Next AR STAR Reading</td>
<td>Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Current AR baseline: 73% of students in primary showed reading growth of one or more years. Intermediate/ Middle School 60% showed reading growth of one or more years. DIBELS Composite Score Primary/Intermediate: 78% of students are reading at grade level. 70% of students scored met/exceeded on SBAC testing in English Language Arts. All students who are at least two (2) grade levels below will</td>
<td>Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Based on AR scores, 75% of students in primary will show growth of one or more years. 62% of Intermediate/ Middle School will show reading growth of one or more years. Based on DIBELS Composite Score, Primary/Intermediate will maintain or increase 78% of students reading at grade level. 73% of students will read at grade level as measured by scoring met/exceeded on SBAC testing. Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 1%</td>
<td>Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Based on AR scores, 76% of students in primary will show growth of one or more years. 63% of Intermediate/ Middle School students will show reading growth of one or more years. Based on DIBELS Composite Score Primary/Intermediate will maintain or increase 78% of students reading at grade level. Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 1%</td>
<td>Students’ reading levels will grow by at least one (1) grade level as measured by district benchmarks. Based on AR scores, the % of students in primary showing growth of one or more years will maintain or increase by 1%; Intermediate/ Middle School will show reading growth of one or more years will maintain or increase by 1%. Based on DIBELS Composite Score Primary/Intermediate will maintain or increase 78% of students reading at grade level. Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 1%</td>
</tr>
</tbody>
</table>

Students scoring at the met/exceeded standard on CAASPP testing will
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>continue to receive targeted support through a MTSS model structured system of support.</td>
<td>All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support and will increase ELA proficiency as measured by reading growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support and will increase ELA proficiency as measured by reading growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>maintain or increase by 1%.</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

**Action 1**

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

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

| All |

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

| All Schools |

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]
### Actions/Services

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

<table>
<thead>
<tr>
<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

1. Williams Act tenets complied with:
   a. All students will receive CCSS aligned ELA texts, materials, and curriculum.
   b. All students will receive science curriculum (social science, physical science, life science, etc.) that further supports literacy.
   i. Social Studies curriculum pilot - Spring 2018
   ii. Professional Development NGSS

### 2018-19 Actions/Services

1. Williams Act tenets complied with:
   a. All students will receive CCSS aligned ELA texts, materials, and curriculum.
   b. All students will receive science curriculum (social science, physical science, life science, etc.) that further supports literacy.
   i. Social Studies curriculum - Adopt/Implement
   ii. Science Curriculum Pilot - Spring 2019

### 2019-20 Actions/Services

1. Williams Act tenets complied with:
   a. All students will receive CCSS aligned ELA texts, materials, and curriculum.
   b. All students will receive science curriculum (social science, physical science, life science, etc.) that further supports literacy.
   i. Social Studies curriculum implementation - TCI 6th grade
   ii. Science Curriculum - Adopt/Implement

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<td>Budget Reference</td>
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<td>Books and Supplies</td>
<td>Books and Supplies</td>
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</tbody>
</table>

### Action 2

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

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

- All

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

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

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

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

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

- **2. Staffing:**
  - a. All students shall be instructed in ELA by highly qualified staff.
  - b. Staff shall receive ELA related professional development activities.

### 2018-19 Actions/Services

- **2. Staffing:**
  - a. All students shall be instructed in ELA by highly qualified staff.
  - b. Staff shall receive ELA related professional development activities.

### 2019-20 Actions/Services

- **2. Staffing:**
  - a. All students shall be instructed in ELA by highly qualified staff.
  - b. Staff shall receive ELA related professional development activities.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<td>Certificated Salaries &amp; Benefits</td>
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</table>

**Action 3**
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

**OR**

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

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

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

<table>
<thead>
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<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

3. Assessment:

a. Purchase and analyze benchmark assessments, CAASPP assessments, and develop student report cards.
b. 5th and 8th grade students will participate in Field Testing for the New California Science testing (CAST) and Pilot Testing for the California Alternate Assessment- Science (CAAS).

### 2018-19 Actions/Services

3. Assessment:

a. Purchase and analyze benchmark assessments, CAASPP assessments, and develop student report cards.
b. 5th and 8th grade students will participate in the Operational New California Science Test (CAST) and Field Testing for the California Alternate Assessment- Science (CAAS).

### 2019-20 Actions/Services

3. Assessment:

a. Purchase and analyze benchmark assessments, CAASPP assessments, and develop student report cards.
b. 5th and 8th grade students will participate in the Operational California Science Test (CAST).

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td><strong>Budget Reference</strong></td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>

### Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

4. Intervention and Supports:

### 2018-19 Actions/Services

4. Intervention and Supports:

### 2019-20 Actions/Services

4. Intervention and Supports:
a. Students at least two grades below grade level in ELA will receive targeted services through a MTSS model of support.
b. Students who score at-risk using our district universal screener (DIBELS) will receive targeted support.
c. ELD standards will guide instruction, interventions, and supports for identified EL students.
i. Grade level specific ELD standards embedded in purchased ELA adoption (Benchmark, Windows and Mirrors).

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>109730</td>
<td>110827</td>
<td>$58,901</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated and Classified Salaries and Benefits</td>
<td>Certificated and Classified Salaries and Benefits</td>
<td>Certificated and Classified Salaries and Benefits</td>
</tr>
<tr>
<td>Amount</td>
<td>725</td>
<td>725</td>
<td>$52,665</td>
</tr>
<tr>
<td>Source</td>
<td>Lottery</td>
<td>Lottery</td>
<td>Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

5. **Technology:**

a. Students will receive technology to support ELA academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).
b. Staff shall integrate technology into classroom activities and instruction.
c. Staff shall receive professional development activities related to classroom technology implementation.

5. **Technology:**

a. Students will receive technology to support ELA academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).
b. Staff shall integrate technology into classroom activities and instruction.
c. Staff shall receive professional development activities related to classroom technology implementation.

5. **Technology:**

a. Students will receive technology to support ELA academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).
b. Staff shall integrate technology into classroom activities and instruction.
c. Staff shall receive professional development activities related to classroom technology implementation.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>505</td>
<td>Supplemental</td>
<td>Services and Other Operating Expenditures</td>
<td>505</td>
<td>Supplemental</td>
<td>Services and Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>505</td>
<td>Supplemental</td>
<td>Services and Other Operating Expenditures</td>
<td>455</td>
<td>Supplemental</td>
<td>Services and Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>6198</td>
<td>Base</td>
<td>Books and Supplies</td>
<td>6198</td>
<td>Base</td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td>7785</td>
<td>Lottery</td>
<td>Books and Supplies</td>
<td>7785</td>
<td>Lottery</td>
<td>Books and Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

#2 All students will achieve high standards in math.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
Implementation of the Common Core State Standards in Mathematics as measured by CAASPP testing, Interim Assessment Blocks and district assessments for all students are essential to measure progress toward goals. Current and future CAASPP assessments and district assessments/ benchmarks will continue to be analyzed to measure students’ math growth and progress.

2016-2017 CAASPP Results:
- 32% of students exceeded Standard
- 28% of students met Standard
- 31% of students Nearly Met Standard
- 9% of students did not meet Standard.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Results</td>
<td><strong>DIBELS Net Math Universal Screener</strong> Baseline will be established in June 2017.</td>
<td>All students’ Math proficiency will grow by at least one (1) grade level as measured by curriculum assessments.</td>
<td>All students’ Math proficiency will grow by at least one (1) grade level as measured by curriculum assessments.</td>
<td>All students’ Math proficiency will grow by at least one (1) grade level as measured by curriculum assessments.</td>
</tr>
<tr>
<td>Curriculum Assessments</td>
<td>59% of students scored met/exceeded on CAASPP testing in English Language Arts.</td>
<td>63% of students will be Math proficient as measured by scoring met/exceeded on CAASPP testing.</td>
<td>Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 2%.</td>
<td>Students scoring at the met/exceeded standard on CAASPP testing will maintain or increase by 1%.</td>
</tr>
<tr>
<td>Common Assessment DIBELS Net Math</td>
<td>All students who are at least two (2) grade levels below will continue to receive targeted support through a MTSS model structured system of support.</td>
<td>All students who are at least two (2) grade levels below will receive targeted support through a MTSS model structured system of support and will increase Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>All students who are at least two (2) grade levels below will receive targeted support through a MTSS model structured system of support and will increase Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>All students who are at least two (2) grade levels below will receive targeted support through a MTSS model structured system of support and will increase Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

**OR**

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

**2017-18 Actions/Services**

1. Williams Act tenets complied with:
   a. All students will have access to CCSS aligned Math texts, materials, and curriculum.
   i. Additional Math curriculum purchased in anticipation of increased enrollment.

**2018-19 Actions/Services**

1. Williams Act tenets complied with:
   a. All students will have access to CCSS aligned Math texts, materials, and curriculum.
   i. Additional Math curriculum purchased in anticipation of increased enrollment.

**2019-20 Actions/Services**

1. Williams Act tenets complied with:
   a. All students will have access to CCSS aligned Math texts, materials, and curriculum.
   i. Additional Math curriculum purchased in anticipation of increased enrollment.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$6,324</td>
<td>Lottery</td>
<td>Shared with Goal 1, Action 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>$6,324</td>
<td>Books and Supplies</td>
<td>Shared with Goal 1, Action 1</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action 2

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

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

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

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

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

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

2. **Staffing:**
   a. All students shall be instructed in Math by highly qualified staff.
   b. Staff shall receive Math related professional development activities.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2. **Staffing:**
   a. All students shall be instructed in Math by highly qualified staff.
   b. Staff shall receive Math related professional development activities.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Shared with Goal 1, Action 2</td>
<td>Shared with Goal 1, Action 2</td>
<td>Shared with Goal 1, Action 2</td>
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<tr>
<td>2018-19</td>
<td>Shared with Goal 1, Action 2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>Shared with Goal 1, Action 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

**OR**

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

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

**Actions/Services**

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

**2017-18 Actions/Services**

3. Assessment:
   a. Purchase and analyze benchmarks assessments, CAASPP assessments, and develop student report cards.

**2018-19 Actions/Services**

3. Assessment:
   a. Purchase and analyze benchmarks assessments, CAASPP assessments, and develop student report cards.

**2019-20 Actions/Services**

3. Assessment:
   a. Purchase and analyze benchmarks assessments, CAASPP assessments, and develop student report cards.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Shared with Goal 1, Action 3</td>
</tr>
<tr>
<td>2018-19</td>
<td>Shared with Goal 1, Action 3</td>
</tr>
<tr>
<td>2019-20</td>
<td>Shared with Goal 1, Action 3</td>
</tr>
</tbody>
</table>

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>LEA-wide</th>
<th>Schoolwide</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
<th>Specific Grade Spans: low achieving students</th>
</tr>
</thead>
</table>

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

#### 2017-18 Actions/Services
4. Intervention:
   a. Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring.
   b. ELD standards will guide instruction, interventions, and supports for identified EL students.

#### 2018-19 Actions/Services
4. Intervention:
   a. Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring.
   b. ELD standards will guide instruction, interventions, and supports for identified EL students.

#### 2019-20 Actions/Services
4. Intervention:
   a. Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring.
   b. ELD standards will guide instruction, interventions, and supports for identified EL students.

### Budgeted Expenditures
Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

5. Technology:

a. Students shall have access to technology to support Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).

2018-19 Actions/Services

5. Technology:

a. Students shall have access to technology to support Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).

2019-20 Actions/Services

5. Technology:

a. Students shall have access to technology to support Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab).
b. Staff shall integrate technology into classroom activities and instruction.
c. Staff shall receive professional development activities related to classroom technology implementation.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Shared with Goal 1, Action 5</td>
</tr>
<tr>
<td>2018-19</td>
<td>Shared with Goal 1, Action 5</td>
</tr>
<tr>
<td>2019-20</td>
<td>Shared with Goal 1, Action 5</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 3

#3: Targeted students shall have access to a broad course of academic study, along with intervention and enrichment opportunities. Parents/Guardians shall be apprised of student progress.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parental Involvement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Responses from the Parent Survey (April 2016) indicated that parents value academic program rigor (85% agree of strongly agree), technology access (91% agree or strongly agree), and broad-based elective and enrichment choices (92% agree or strongly agree) that directly support student achievement and engagement; all students need to have access to curriculum and elective/enrichment choices that will prepare them to be 21st Century learners.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP scores</td>
<td>At-risk students will be identified through data analysis using CAASPP</td>
<td>At-risk students will be identified through data analysis using CAASPP</td>
<td>At-risk students will be identified through data analysis using CAASPP</td>
<td>At-risk students will be identified through data analysis using CAASPP</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Adopted publisher assessments for reading/language arts and math, Local district benchmarks (DIBELS, FRY. BPST, ESGI, AR Star Reading)</td>
<td>scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY. BPST, ESGI, AR Star Reading), and CELDT scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring.</td>
<td>scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY. BPST, ESGI, AR Star Reading), and ELPAC/CELDT scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring and will increase ELA and/or Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY. BPST, ESGI, AR Star Reading), and ELPAC/CEDT scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring and will increase ELA and/or Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
<td>scores, Smarter Balanced Formative Assessments, adopted publisher assessments for reading/language arts and math, local district benchmarks (DIBELS, FRY. BPST, ESGI, AR Star Reading), and ELPAC scores. Students will receive targeted services from Support Services Staff through the Learning Center, intervention small-groups, leveled groups, instructional assistant support, and peer tutoring and will increase ELA and/or Math proficiency as measured by growth of at least one (1) grade level as measured by district benchmarks.</td>
</tr>
<tr>
<td>CELDT scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Healthy Kids Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center.</td>
<td>Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center.</td>
<td>Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Jupiter Grades) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center.</td>
<td>Families of at-risk students will receive frequent communication regarding their student’s progress through accessing technology (Aeries) and email/phone/conferencing with teachers as measured by increased parent/teacher conference attendance and orientation meetings for students through the Learning Center.</td>
<td></td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

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

OR

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

1. Interventions/ At-risk students:
   a. Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will
      i. identify at-risk students through assessment data (i.e., SBAC/CAASPP, CELDT, District Benchmarks, AR STAR Reading, ESGI, DIBELS);
      ii. provide targeted services to students;
      iii. in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms);
      iv. design outreach activities to assist families of at-risk students;
      v. attend Professional Development Meetings/Workshops.
   b. Use of instructional assistants to facilitate small group instruction;
   c. ELA leveled instruction in primary grades;
   d. Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives.

### 2018-19 Actions/Services

1. Interventions/ At-risk students:
   a. Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will
      i. identify at-risk students through assessment data (i.e., SBAC/CAASPP, CELDT, District Benchmarks, AR STAR Reading, ESGI, DIBELS);
      ii. provide targeted services to students;
      iii. in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms);
      iv. design outreach activities to assist families of at-risk students.
   b. Use of instructional assistants to facilitate small group instruction;
   c. ELA leveled instruction in primary grades;
   d. Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives.

### 2019-20 Actions/Services

1. Interventions/ At-risk students:
   a. Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will
      i. identify at-risk students through assessment data (i.e., SBAC/CAASPP, ELPAC, District Benchmarks, AR STAR Reading, ESGI, DIBELS);
      ii. provide targeted services to students;
      Hearing bus and Vision bus will screen students at targeted levels.
      iii. in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms);
      iv. design outreach activities to assist families of at-risk students.
   b. Use of instructional assistants to facilitate small group instruction;
   c. ELA leveled instruction in primary grades;
   d. Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
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<tr>
<td>2018-19</td>
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<td>Title I</td>
<td>Certificated Salaries and Benefits</td>
<td>14431</td>
<td>Title I</td>
<td>Certificated Salaries and Benefits</td>
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<td>Special Education</td>
<td>Certificated Salaries and Benefits</td>
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<tr>
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<td>1735</td>
<td>Base</td>
<td>Services and Other Operating Expenditures</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## Action 2

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

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

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

[Add Students to be Served selection here]  [Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

Actions/Services

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

- Unchanged Action

2017-18 Actions/Services

- 2. Enrichment activities and electives programs for each grade level
  - a. Primary (grades TK - 3)
  - b. Intermediate (grades 4-5)
  - c. Middle School (grades 6-8)
  - i. Align enrichments to CCSS standards;
  - ii. Continue to elicit family input in student elective choices.

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

- Unchanged Action

2018-19 Actions/Services

- 2. Enrichment activities and electives programs for each grade level
  - a. Primary (grades TK - 3)
  - b. Intermediate (grades 4-5)
  - c. Middle School (grades 6-8)
  - i. Align enrichments to CCSS standards;
  - ii. Continue to elicit family input in student elective choices.

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

- Unchanged Action

2019-20 Actions/Services

- 2. Enrichment activities and electives programs for each grade level
  - a. Primary (grades TK - 3)
  - b. Intermediate (grades 4-5)
  - c. Middle School (grades 6-8)
  - i. Align enrichments to CCSS standards;
  - ii. Continue to elicit family input in student elective choices.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
<td>$366,095</td>
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<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>Lottery</td>
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<td>Books and Supplies</td>
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</table>

### Action 3

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

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

<table>
<thead>
<tr>
<th>All</th>
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</thead>
</table>

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

<table>
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<tr>
<th>All Schools</th>
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</thead>
</table>

**OR**

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

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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>[Add Location(s) selection here]</th>
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</thead>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

**3. Provide families with access to students’ progress through:**

a. Technology;

2018-19 Actions/Services

**3. Provide families with access to students’ progress through:**

a. Technology;

2019-20 Actions/Services

**3. Provide families with access to students’ progress through:**

a. Technology;
b. Report Cards; c. Informal/formal conferencing

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>150</td>
<td>150</td>
<td>$150</td>
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<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Modified Action
2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action
2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action
2019-20 Actions/Services
4. Implement a Learning Center Model to service our RSP, SDC, and at-risk student population through:
   a. increasing efficiency of services
   b. increasing teacher ownership for all students
   c. blending long term, remedial instruction with a model that is systematic and cyclical which serves a greater population of “at-risk” students

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Source</td>
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<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>Shared with Goal 3, Action 1</td>
<td>Shared with Goal 3, Action 1</td>
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<tr>
<td>Amount</td>
<td>300</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 4</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

**Goal 4**

#4: Create more physical space, and/or facilities to carry out educational objectives; to create facilities that will serve as a community-use space. Continue to gather input from school, families, and greater community.

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

**Identified Need:**

Maintain current facilities in a safe and operation manner through fire marshall and safety inspections. Based upon anticipated continued increase of student enrollment (20-40 students), parent survey results and surveys completed by the Steering Committee, which is comprised of parents, staff, and community members, indicates a need for increasing the physical capacity of the school.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lot Expansion completed</td>
<td>Engineering studies, PG&amp;E Surveys, and CEQA studies have been completed. Architectural plans have been approved by DSA.</td>
<td>Progress toward strategic planning for Bowman 2025 (Facilities Master Plan), as measured by completion of new community multipurpose building</td>
<td>Progress toward strategic planning for Bowman 2025 (Facilities Master Plan).</td>
<td>Progress toward strategic planning for Bowman 2025 (Facilities Master Plan).</td>
</tr>
<tr>
<td>Community Multipurpose Building completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Safety Plan compliance</td>
<td>JK Architects and C &amp; S Construction have been hired to complete community multipurpose building and parking lot expansion.</td>
<td>Maintain current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters).</td>
<td>operational manner as measured by safety plan compliance (facilities related matters). Looking to establish baseline FIT score.</td>
<td>operational manner as measured by safety plan compliance (facilities related matters). ACSD will have its Annual Oversight Facilities Inspection completed and will maintain or increase current results.</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Number of students, classes and community groups accessing Multipurpose Room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students, classes and community groups accessing Multipurpose Room.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

**OR**

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

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

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

1. Continue strategic planning for “Bowman 2025” (Facilities Master Plan).
   a. Develop building, site, and grading designs.
   b. Develop phasing and implementation plan.
   c. Environmental site review and plans
   d. Identify funding sources.
   e. Continue community outreach.
   f. Continue payoff of land debt purchase

**2018-19 Actions/Services**

1. Continue strategic planning for “Bowman 2025” (Facilities Master Plan).
   a. Develop building, site, and grading designs.
   b. Develop phasing and implementation plan.
   c. Environmental site review and plans
   d. Identify funding sources.
   e. Continue community outreach.

**2019-20 Actions/Services**

1. Continue strategic planning for “Bowman 2025” (Facilities Master Plan).
   a. Develop building, site, and grading designs.
   b. Develop phasing and implementation plan.
   c. Environmental site review and plans
   d. Identify funding sources.
   e. Continue community outreach.

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
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<td>Budget Reference</td>
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<td>Other Outgo</td>
<td>Other Outgo</td>
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</tbody>
</table>

**Action 2**

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

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

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
<th>OR</th>
</tr>
</thead>
</table>

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

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

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

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

- 2. Maintain current facilities in a safe and operational manner.
  - b. Routine maintenance of current facilities
  - c. Update Safety Plan (facilities related matters)

2018-19 Actions/Services

- 2. Maintain current facilities in a safe and operational manner.
  - a. Routine maintenance of current facilities
  - b. Update Safety Plan (facilities related matters)
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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<td>Base</td>
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<td>Budget Reference</td>
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<td>Books and Supplies, Services and Other Operating Expenditures, Capital Outlay</td>
<td>Books and Supplies</td>
</tr>
</tbody>
</table>

| Amount   | $3,000  |
| Source   | Base    |
| Budget Reference | Capital Outlay |

| Amount   | $150    |
| Source   | Supplemental |
| Budget Reference | Books and Supplies |
## Goals, Actions, & Services

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

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

| Modified Goal |

### Goal 5

Each student learns in an equitable and optimal learning environment. Maintain transparent communication with families.

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

| Local Priorities: |

### Identified Need:

Based upon input from staff and survey results from parents (94% agree or strongly agree that their child feels safe and connected to school), we need to maintain high levels of pupil engagement. Continue to focus on improving current attendance and chronic absenteeism rates.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent, Staff, and Student Surveys</td>
<td>Based on California Healthy Kids Survey, on average, 61% of our students feel a high level of school connectedness. 82% of our students report feeling safe at school.</td>
<td>Based on California Healthy Kids Survey, increase level of school connectedness by 2% from prior year. Maintain or increase baseline percentage (82%) of students feeling safe at school.</td>
<td>Based on California Healthy Kids Survey, increase level of school connectedness by 2% from prior year. Maintain or increase baseline percentage (82%) of students feeling safe at school.</td>
<td>Based on California Healthy Kids Survey, maintain or increase level of school connectedness by 1% from prior year. Maintain or increase baseline percentage (82%) of students feeling safe at school.</td>
</tr>
<tr>
<td>California School Accountability System (Dashboard)-Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CALPADS/Aeries Attendance and Discipline data</td>
<td>Based on Parent Survey, 94% agree or strongly agree that their child feels safe and connected to school. The attendance rate (benchmarked March 2017) decreased from 97.17% to 96.24%</td>
<td>Based on Parent Survey, maintain or increase baseline percentage (94%) of families who agree or strongly agree that their child feels safe and connected to school. A baseline was established that indicated 11% of parents surveyed felt that bullying was a concern at school. Increase attendance rate by at least 1% from prior year; Total Chronic Absenteeism is 5% (4% = low income, &lt;1% = EL's); the outcome is to maintain/decrease Chronic Absenteeism by 1% from prior year; Maintain an 8th grade drop-out rate of zero; Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
<td>Based on Parent Survey, maintain or increase baseline percentage (94%) of families who agree or strongly agree that their child feels safe and connected to school. The percentage of parents that feel that bullying is a concern at school will decrease by 2% as evidenced by Parent Survey Results (comments). Increase attendance rate by at least 1% from prior year; Total Chronic Absenteeism is 5% (4% = low income, &lt;1% = EL's); the outcome is to maintain/decrease Chronic Absenteeism by 1% from prior year; Maintain an 8th grade drop-out rate of zero; Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
<td>(82%) of students feeling safe at school. Based on Parent Survey, maintain or increase baseline percentage (94%) of families who agree or strongly agree that their child feels safe and connected to school. The percentage of parents that feel that bullying is a concern at school will decrease by 2% as evidenced by Parent Survey Results (comments). Maintain or increase attendance rate by at least 1% from prior year; Total Chronic Absenteeism is 5% (4% = low income, &lt;1% = EL's); the outcome is to maintain/decrease Chronic Absenteeism by 1% from prior year; Maintain an 8th grade drop-out rate of zero;</td>
</tr>
<tr>
<td>Local School Wellness Policy Implementation</td>
<td>The California Accountability Model Suspension Rate Report lists our all student suspension rate at a very low level (0.2%), demonstrating a decline of 0.4%. Socioeconomically Disadvantaged students suspension rate was also very low (0%), demonstrating a decline of 0.5%. Students with Disabilities suspension rate was also very low (0%), demonstrating a</td>
<td>Increase attendance rate by at least 1% from prior year; Total Chronic Absenteeism is 5% (4% = low income, &lt;1% = EL's); the outcome is to maintain/decrease Chronic Absenteeism by 1% from prior year; Maintain an 8th grade drop-out rate of zero; Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
<td>Maintain an 8th grade drop-out rate of zero; Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
<td>Maintain an 8th grade drop-out rate of zero; Continue to maintain a &lt;1% student suspension and expulsion rate;</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

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

**OR**

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

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

**Actions/Services**

- ACSD has a Wellness Board Policy.
- Significant decline of 2.1%. Dropout rate = 0.
- Maintain Wellness Policy Leadership and permit participation by stakeholders in the wellness policy process. Enhance current policy through setting a goal(s), measuring goal(s), and assessing outcome(s).
- Continue to maintain a <1% student suspension and expulsion rate.
- Conduct an assessment of the Wellness Policy to determine compliance and progress toward attaining goals of the wellness policy.
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services
1. Increase attendance
   a. Attendance personnel contact absent students’ families daily through automated system.
   b. Students with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist).
   c. Explore using local community and PCOE resources to decrease chronic absenteeism.

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

Unchanged Action

2018-19 Actions/Services
1. Increase attendance
   a. Attendance personnel contact absent students’ families daily through automated system.
   b. Students with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist).
   c. Explore using local community and PCOE resources to decrease chronic absenteeism.

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

Unchanged Action

2019-20 Actions/Services
1. Increase attendance
   a. Attendance personnel contact absent students’ families daily through automated system.
   b. Students with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist).
   c. Explore using local community and PCOE resources to decrease chronic absenteeism.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated and Classified Salaries and Benefits</td>
<td>Certificated and Classified Salaries and Benefits</td>
<td>Certificated and Classified Salaries and Benefits</td>
</tr>
</tbody>
</table>

### Action 2

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

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

- All

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

- All Schools

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

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

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

**Actions/Services**

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

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

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

### 2017-18 Actions/Services

2. Continue to encourage positive student behavior and choices that keep students in classrooms.

   a. Student discipline choices documented and communicated to families through multiple means (phone, notes, email, etc.)
   
   i. Student Discipline Referral forms used to document behavioral choices.
   
   ii. Use of “Re-Focus” forms.
   
   b. Updating of Student Handbook
   
   c. Updating of Safety Plan

### 2018-19 Actions/Services

2. Continue to encourage positive student behavior and choices that keep students in classrooms.

   a. Student discipline choices documented and communicated to families through multiple means (phone, notes, email, etc.)
   
   i. Student Discipline Referral forms used to document behavioral choices.
   
   ii. Use of “Re-Focus” forms.
   
   iii. Bullying Prevention/Awareness
   
   b. Updating of Student Handbook
   
   c. Updating of Safety Plan

### 2019-20 Actions/Services

2. Continue to encourage positive student behavior and choices that keep students in classrooms.

   a. Student discipline choices documented and communicated to families through multiple means (phone, notes, email, etc.)
   
   i. Student Discipline Referral forms used to document behavioral choices.
   
   ii. Use of “Re-Focus” forms.
   
   iii. Bullying Prevention/Awareness
   
   b. Updating of Student Handbook
   
   c. Updating of Safety Plan

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Source</td>
<td>Base</td>
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<td>Base</td>
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<tr>
<td>Budget Reference</td>
<td>Certificated Salaries and Benefits</td>
<td>Certificated Salaries and Benefits</td>
<td>Certificated Salaries and Benefits</td>
</tr>
</tbody>
</table>

**Action 3**

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

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

- All

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

- All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

3. Maintain and extend family/school communication and activities participation.
   a. Through technology
   b. Home-to-School newsletters
   c. Phone calls

**2018-19 Actions/Services**

3. Maintain and extend family/school communication and activities participation.
   a. Through technology
   b. Home-to-School newsletters
   c. Phone calls

**2019-20 Actions/Services**

3. Maintain and extend family/school communication and activities participation.
   a. Through technology
   b. Home-to-School newsletters
   c. Phone calls

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>1116</td>
<td>$1,206</td>
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<tr>
<td>Budget Reference</td>
<td>Services and Other Operating Expenditures</td>
<td>Services and Other Operating Expenditures</td>
<td>Services and Other Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 4**

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

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

| All          | All |          |

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

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

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

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

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

**Actions/Services**

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

| New Action | Modified Action | Modified Action |

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

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

**2017-18 Actions/Services**

Establish a Wellness Policy Leadership and permit participation by stakeholders in the wellness policy process. Enhance current policy through setting a goal(s), measuring goal(s), and assessing outcome(s).

**2018-19 Actions/Services**

Maintain Wellness Policy Leadership and permit participation by stakeholders in the wellness policy process. Enhance current policy through setting a goal(s), measuring goal(s), and assessing outcome(s).

**2019-20 Actions/Services**

Conduct an assessment of the wellness policy to determine compliance and progress toward attaining goals of the wellness policy.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shared with Goal 5, Action 3</td>
<td>Shared with Goal 5, Action 3</td>
<td>Shared with Goal 5, Action 3</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>All</td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

### Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reference</td>
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</tr>
</tbody>
</table>

**New Action**

- Begin the implementation of MTSS:
  1. Establish MTSS Leadership Team
  2. Complete Fidelity Integrity Assessment to establish baseline of strengths and weaknesses.
  3. Engage staff through PD regarding the MTSS three tier system.

**Modified Action**

- Continue implementation of MTSS:
  1. Social Emotional Curriculum Training August 2019 for grades TK-3rd. The curriculum will roll-out in a three year cycle
    a. TK-3 (year 1)
    b. Intermediate (year 2)
    c. Middle School (year 3)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$287,897</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

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

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

From our experience through analysis of student data, these actions have resulted in meeting district’s goals for unduplicated pupils in the state priority areas. Specifically, our low income, foster youth, and English learner pupils benefit from this funding model by increasing these students’ ability to access Common Core curriculum in the classroom through the use of instructional assistants and support staff, as well as through technology. In addition, this funding model offers all students, including low income, foster, and English learner students, exposure to enriching activities that they may not have otherwise access to.

Goal 1, Action 4 and Goal 2, Action 4 Service: Intervention and Supports: Students at least two grades below grade level in ELA will receive targeted services through a MTSS model of support. Students who score at-risk using our district universal screener (DIBELS) will receive targeted support. ELD standards will guide instruction, interventions, and supports for identified EL students. Grade level specific ELD standards embedded in purchased ELA adoption (Benchmark, Windows and Mirrors). Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring. ELD standards will guide instruction, interventions, and supports for identified EL students.

To provide additional support to students requiring academic intervention and support during the regular school day, our subgroup population, identified through a MTSS system of support, participate in intervention programs (ELA intervention, Math Intervention, Academic Support) to increase student academic performance and access to core curricular subjects. According to the California Department of Education, MTSS assists LEAs in endorsing Universal Design for Learning instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner’s needs), processes, and products.
Goal 1, Action 5 and Goal 2, Action 5 Service: Technology: Students will receive technology to support ELA/ Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab). Staff shall integrate technology into classroom activities and instruction. Staff shall receive professional development activities related to classroom technology implementation. To ensure that our subgroup population needs are met and supported by technology, Ackerman employs a technology coordinator to assist the staff with utilizing technology to facilitate student access across the curriculum to meet the individual needs of the student population. UDL research supports that by creating a flexible learning environment utilizing high and low tech solutions enable easier and more effective customization of curricula for learners.

Goal 3, Action 1 Service: 1. Interventions/At-risk students: Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will identify at-risk students through assessment data (i.e., SBAC/CAASPP, ELPAC, District Benchmarks, AR STAR Reading, ESGI, DIBELS); provide targeted services to students; in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms); design outreach activities to assist families of at-risk students; attend Professional Development Meetings/Workshops. Use of instructional assistants to facilitate small group instruction; ELA leveled instruction in primary grades; Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives. According to the California Department of Education, MTSS assists schools in including universal screening, diagnostics, and progress monitoring, to inform decisions appropriate for all students.

Goal 3, Action 2/Service: Enrichment activities and electives programs for each grade level: Primary (grades TK - 3), Intermediate (grades 4-5), Middle School (grades 6-8), Align enrichments to CCSS standards; Continue to elicit family input in student elective choices. To assist our subgroup population in developing 21st Century skills such as teamwork, problem solving, critical thinking, and communication, Ackerman provides a robust enrichment program for students. Research shows (National Center on Time and Learning) that enrichment activities play an important role in helping students gain new skills and interests, build self-confidence, and become more deeply engaged in school and learning.

Goal 3, Action 4/Service: Implement a Learning Center Model to service our RSP, SDC, and at-risk student population through: increasing efficiency of services, increasing teacher ownership for all students: blending long term, remedial instruction with a model that is systematic and cyclical which serves a greater population of “at-risk” students. To provide additional support to our Socioeconomically Disadvantaged, English Learners and Foster Youth who are at risk, academic intervention and support will be provided during the regular school day, through a multi-tiered system of support. Intervention programs are delivered through a push-in/pull out model and our Learning Center. This provides additional opportunities for instruction to increase student academic performance and effective learning skills. Research supports that targeted, small group research-based interventions for struggling learners can assist students in meeting grade level expectations. Small group instruction is valuable for all
learners, but the research (Fountas and Pinnell 2001) shows that students who are behind, especially students from low income, second language, and foster subgroups, benefit from small group instruction. Research, also supports that additional and small group targeted interventions can facilitate increases in student performance and help close achievement gaps. Supporting research: Closing Achievement Gaps: An NEA Association Guide-2006.

### LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$264,171</td>
<td>8%</td>
</tr>
</tbody>
</table>

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

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

This year’s $264,171 of supplemental funds will be used for the purpose of offering support services, interventions, and enrichments school-wide to all students. The district’s goal is two-fold:

Each student needs to achieve grade-level growth of at least one year.

Students not at grade level, and especially students two or more grades below grade level, require more intensive support.

To facilitate these goals, the following actions and services were included in the 2018-2019 LCAP to support improved of increased services to the subgroups.

*Instructional aides deployed to classrooms for small group, leveled instruction
*A psychology intern was hired to assist our psychologist with testing, small groups intervention, and parent communication.
**Weekly teacher collaboration for further planning in order to increase student engagement, focusing on the needs of each student as an individual, by providing teachers with release time through PE and Music prep teachers.**

*Master Scheduling that creates intervention and support opportunities for student learning. Some examples include: ELA intervention class, Math intervention class, Academic Support Classes, before school academic support class, paraprofessionals assigned to primary/intermediate classes for small group support, and homework club during the school day.*

*1:1 Chromebooks are now available for students in grades 2nd-8th. First grade classes share a Chromebook Cart.

*Technology (delivered through interactive flat panels, SMART Boards, chromebooks, hovercams) integrated into curriculum*

*For students (online textbooks, resources, interventions, enrichments, and support)*

*For Staff (Integrating technology into lesson planning and execution)*

Experience underscores the importance of parent engagement on pupil performance. To facilitate communication with parents and improve school outcomes, Bowman has provided:

*Online grade books to communicate students’ progress to families;*

*Digital Marquee to enhance family communication*

*Parent-teacher meetings held midway through first trimester to apprise families of student’s progress;*

*Informal conferencing held throughout the year through email, phone calls, and face to face meetings;*

*According to the parent survey, 98% agree/strongly agree that Bowman provides information to families regarding upcoming events and other important school information.*

**Implementation of Universal Design for Learning.** Universal Design for Learning (UDL) is a framework that provides ALL students equal opportunities to learn.

*It encourages teachers to design flexible curriculum that meet the needs of all learners.*

*Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging.*

*Curriculum barriers are reduced; learning is supported; students gain knowledge, skills, and enthusiasm for learning;*

*and their learning is validly assessed.*

Through experience, maintaining current facilities in a safe and operational manner affects student motivation and achievement.

*Routine maintenance occurred to existing facilities.*

*Safety plan was updated in January 2018.*

*According to the parent survey, 94% agree that the school shows an effort to improve facilities for the school, its families, and the greater community.*
Goal 1, Action 4 and Goal 2, Action 4 Service: Intervention and Supports: Students at least two grades below grade level in ELA will receive targeted services through a MTSS model of support. Students who score at-risk using our district universal screener (DIBELS) will receive targeted support. ELD standards will guide instruction, interventions, and supports for identified EL students. Grade level specific ELD standards embedded in purchased ELA adoption (Benchmark, Windows and Mirrors). Students at least two grades below grade level in Math will receive targeted services-small group instruction, push-in and/or pull-out support, peer tutoring. ELD standards will guide instruction, interventions, and supports for identified EL students.

To provide additional support to students requiring academic intervention and support during the regular school day, our subgroup population, identified through a MTSS system of support, participate in intervention programs (ELA intervention, Math Intervention, Academic Support) to increase student academic performance and access to core curricular subjects.

Goal 1, Action 5 and Goal 2, Action 5 Service: Technology: Students will receive technology to support ELA/Math academic learning (i.e., Chromebooks, eBooks, Google products, Computer Lab). Staff shall integrate technology into classroom activities and instruction. Staff shall receive professional development activities related to classroom technology implementation.

To ensure that our subgroup population needs are met and supported by technology, Ackerman employs a technology coordinator to assist the staff with utilizing technology to facilitate student access across the curriculum to meet the individual needs of the student population. UDL research supports that by creating a flexible learning environment utilizing high and low tech solutions enable easier and more effective customization of curricula for learners.

Goal 3, Action 1 Service: 1. Interventions/ At-risk students: Support staff (Intervention Coordinator, RSP, School Psychologist, Nurse, Med Tech, Speech, OT, and SDC) will identify at-risk students through assessment data (i.e., SBAC/CAASPP, CELDT, District Benchmarks, AR STAR Reading, ESGI, DIBELS); provide targeted services to students; in conjunction with classroom teachers, communicate student assessment results to families (Intervention Planning Forms); design outreach activities to assist families of at-risk students; attend Professional Development Meetings/Workshops. Use of instructional assistants to facilitate small group instruction; ELA leveled instruction in primary grades; Design master schedules that best allow for greater at-risk student access to interventions, enrichments, and electives.

Goal 3, Action 4/ Service: Implement a Learning Center Model to service our RSP, SDC, and at-risk student population through: increasing efficiency of services, increasing teacher ownership for all students:

blending long term, remedial instruction with a model that is systematic and cyclical which serves a greater population of “at-risk” students.

To provide additional support to our Socioeconomically Disadvantaged, English Learners and Foster Youth who are at risk, academic intervention and support will be provided during the regular school day, through a multi-tiered system of support. Intervention programs are delivered through a push-in/pull out model and our Learning Center. This provides additional opportunities for instruction
to increase student academic performance and effective learning skills. Research supports that targeted, small group research-based interventions for struggling learners can assist students in meeting grade level expectations. Small group instruction is valuable for all learners, but the research (Fountas and Pinnell 2001) shows that students who are behind, especially students from low income, second language, and foster subgroups, benefit from small group instruction. Research also supports that additional and small group targeted interventions can facilitate increases in student performance and help close achievement gaps. Supporting research: Closing Achievement Gaps: An NEA Association Guide-2006.

Goal 3, Action 2/Service: Enrichment activities and electives programs for each grade level: Primary (grades TK - 3), Intermediate (grades 4-5), Middle School (grades 6-8), Align enrichments to CCSS standards; Continue to elicit family input in student elective choices.

To assist our subgroup population in developing 21st Century skills such as teamwork, problem solving, critical thinking, and communication, Ackerman provides a robust enrichment program for students. Research shows (National Center on Time and Learning) that enrichment activities play an important role in helping students gain new skills and interests, build self-confidence, and become more deeply engaged in school and learning.

From our experience through analysis of student data, these actions have resulted in meeting district’s goals for unduplicated pupils in the state priority areas. For example, according to the California School Dashboard, our low income students scored in the green, with a medium status, increasing 4.5 points in the area of ELA. In the area of Mathematics, our low income students scored green, with a medium status, increasing 13.4 points. Specifically, our low income, foster youth, and English learner pupils benefit from this funding model by increasing these students’ ability to access Common Core curriculum in the classroom through the use of instructional assistants and support staff, as well as through technology. In addition, this funding model offers all students, including low income, foster, and English learner students, exposure to enriching activities that they may not have otherwise access to.

This LCAP year, educational services were provided to all students based on each child’s individual, specific, academic needs, with achievement measured by at least one year’s academic growth in core subjects. In addition to academic instruction, our school offers many enriching activities in the areas of arts and music, 21st Century skills and challenge units, technology, and outdoor education. We also support all struggling students, including low income, foster youth, and English learners, through implementing Universal Design for Learning, interventions, small group instruction, access to support services, and through community-based outreach. We have already fully funded our target supplemental funds for unduplicated pupils. By providing these services to our students, including
those identified as low income, foster youth, and English learners, we better prepare them to be global learners, thereby increasing their potential to be successful in high-school and beyond.

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**LCAP Year: 2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$235,168</td>
<td>5.54%</td>
</tr>
</tbody>
</table>

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

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

This year’s $235,168 of supplemental funds will be used for the purpose of offering support services, interventions, and enrichments school-wide to all students. The district’s goal is two-fold:

Each student needs to achieve grade-level growth of at least one year.

Students not at grade level, and especially students two or more grades below grade level, require more intensive support.

To facilitate these goals, the following have been put into place:

*Instructional aides deployed to classrooms for small group instruction
*A Medical Technician was hired and is at school daily to assist students.
*Primary PE and General Ed Music classes allow for teacher collaboration to further plan/determine individual student needs
*Master Scheduling that creates intervention and support opportunities for student learning
**1:1 Chromebooks are now available for students in grades 2nd-8th. First grade classes share a Chromebook Cart.
*Technology integrated into curriculum
**For students (online textbooks, resources, interventions, enrichments, and support)
**For Staff (Integrating technology into lesson planning and execution)

*Research underscores the importance of parent engagement on pupil performance. To facilitate communication with parents and improve school outcomes, Bowman has provided:
**Chromebook night to communicate care, use, and instructions for parents and middle school students;
**Online grade books to communicate students’ progress to families;
**Parent-teacher meetings held midway through first trimester to apprise families of student’s progress;
**Informal conferencing held throughout the year through email, phone calls, and face to face meetings.

*Implementation of Learning Center Model was our vehicle to provide MTSS (Multi-tiered Systems of Support). Reviewing our CAASPP testing data supported the change to the Learning Center Model to provide additional opportunities to service our students, including the students who are “near standard.” Additionally, the Learning Center assisted Bowman in providing early intervention and prevention strategies through increasing efficiency of services, increasing teacher ownership for all students, and blending long term, remedial instruction with a model that is systematic and cyclical which serves a greater population of “at-risk” students.

*As research indicates, maintaining current facilities in a safe and operational manner affects student motivation and achievement. 
**Routine maintenance occurred to existing facilities.
**Safety plan was updated summer of 2016.

From our experience through analysis of student data, have resulted in meeting district’s goals for unduplicated pupils in the state priority areas. Specifically, our low income, foster youth, and English learner pupils benefit from this funding model by increasing these students’ ability to access Common Core core curriculum in the classroom through the use of instructional assistants and support staff, as well as through technology. In addition, this funding model offers all students, including low income, foster, and English learner students, exposure to enriching activities that they may not have otherwise access to.

This LCAP year, educational services were provided to all students based on each child’s individual, specific, academic needs, with achievement measured by at least one year’s academic growth in core subjects. In addition to academic instruction, our school offers many enriching activities in the areas of arts and music, 21st Century skills and challenge units, technology, and outdoor education. We also support all struggling students through interventions, access to support services, and through community-based outreach. We
have already fully funded our target supplemental funds for unduplicated pupils. Students identified as low income, foster youth, and English learners are provided the same individualized instruction, and access to intervention and enrichment activities as other students. By providing these services to our students, including those identified as low income, foster youth, and English learners, we better prepare them to be global learners, thereby increasing their potential to be successful in high-school and beyond.
Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?
Related State and/or Local Priorities
List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

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

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

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

**Students to be Served**

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

**Scope of Service**

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

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

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

**Location(s)**

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

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

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

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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