

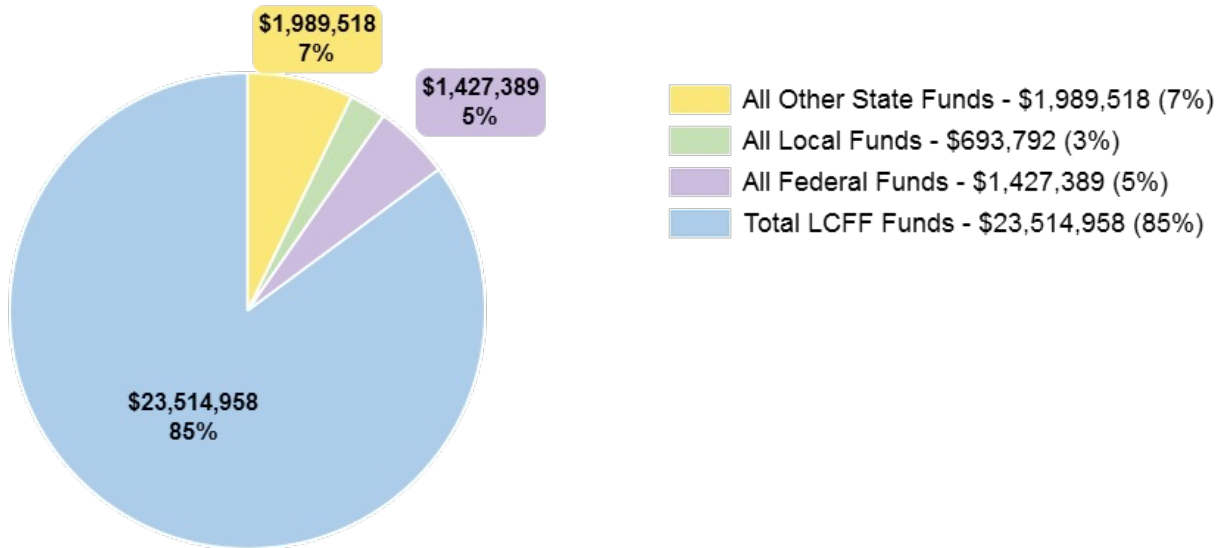
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Elementary
 CDS Code: 20651930000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Linda Russell-Scheet | scheetl@chowkids.com | 5596658000

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

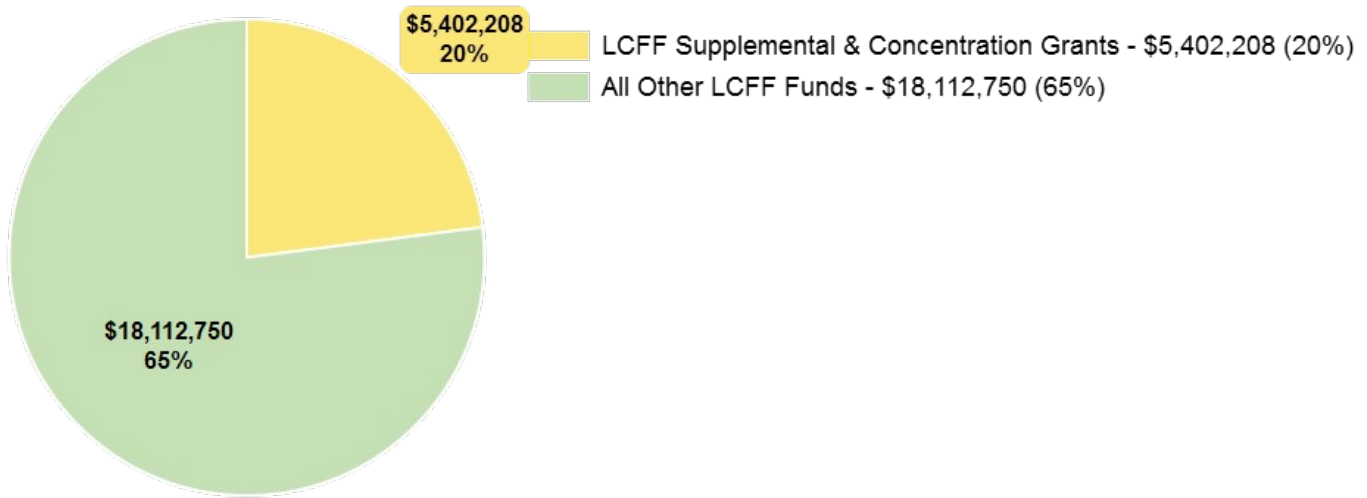
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,989,518	7%
All Local Funds	\$693,792	3%
All Federal Funds	\$1,427,389	5%
Total LCFF Funds	\$23,514,958	85%

Breakdown of Total LCFF Funds



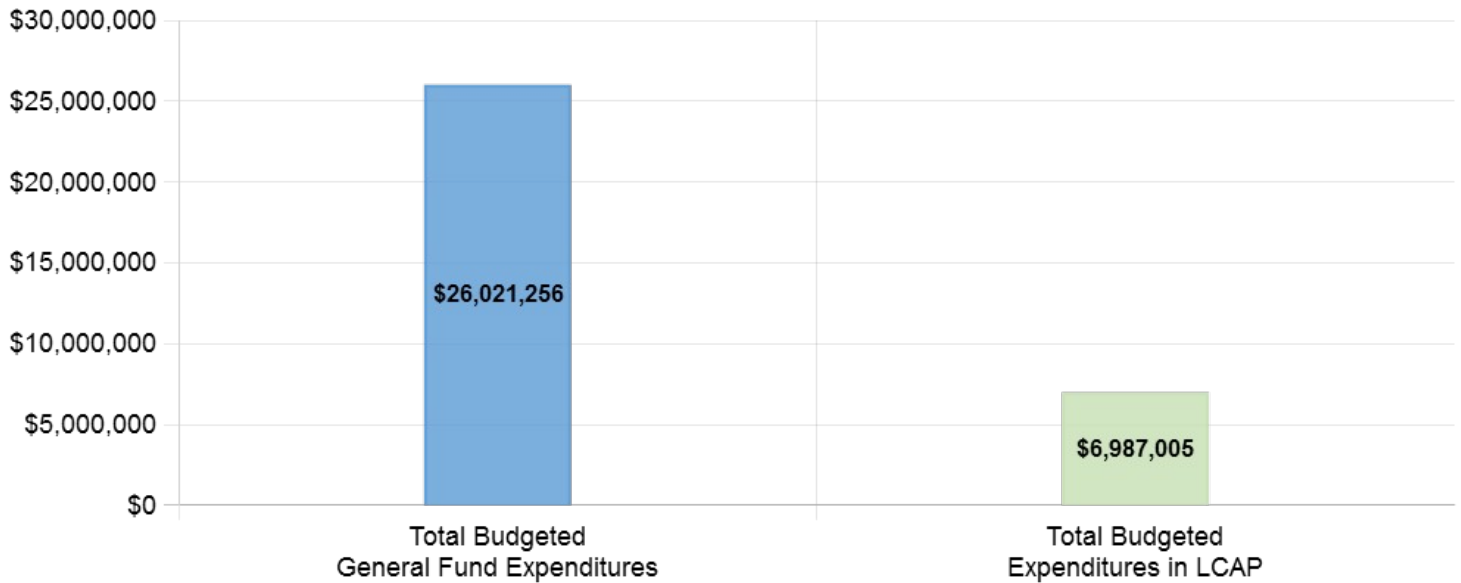
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$5,402,208	20%
All Other LCFF Funds	\$18,112,750	65%

These charts show the total general purpose revenue Chowchilla Elementary expects to receive in the coming year from all sources.

The total revenue projected for Chowchilla Elementary is \$27,625,657, of which \$23,514,958 is Local Control Funding Formula (LCFF), \$1,989,518 is other state funds, \$693,792 is local funds, and \$1,427,389 is federal funds. Of the \$23,514,958 in LCFF Funds, \$5,402,208 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.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$26,021,256
Total Budgeted Expenditures in LCAP	\$6,987,005

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

Chowchilla Elementary plans to spend \$26,021,256 for the 2019-20 school year. Of that amount, \$6,987,005 is tied to actions/services in the LCAP and \$19,034,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Staff salary and benefits account for nearly 79% of the district’s general fund expenditures (roughly \$20.5 million). Other key expenditures include general overhead (roughly \$3.2 million) expenses specific to services, operating costs, and capital outlay. Other necessary services include transportation (1.1 million), maintenance (\$1.25 millio), purchase of books and supplies (\$2million), and contributions to special education (\$1.329 million).

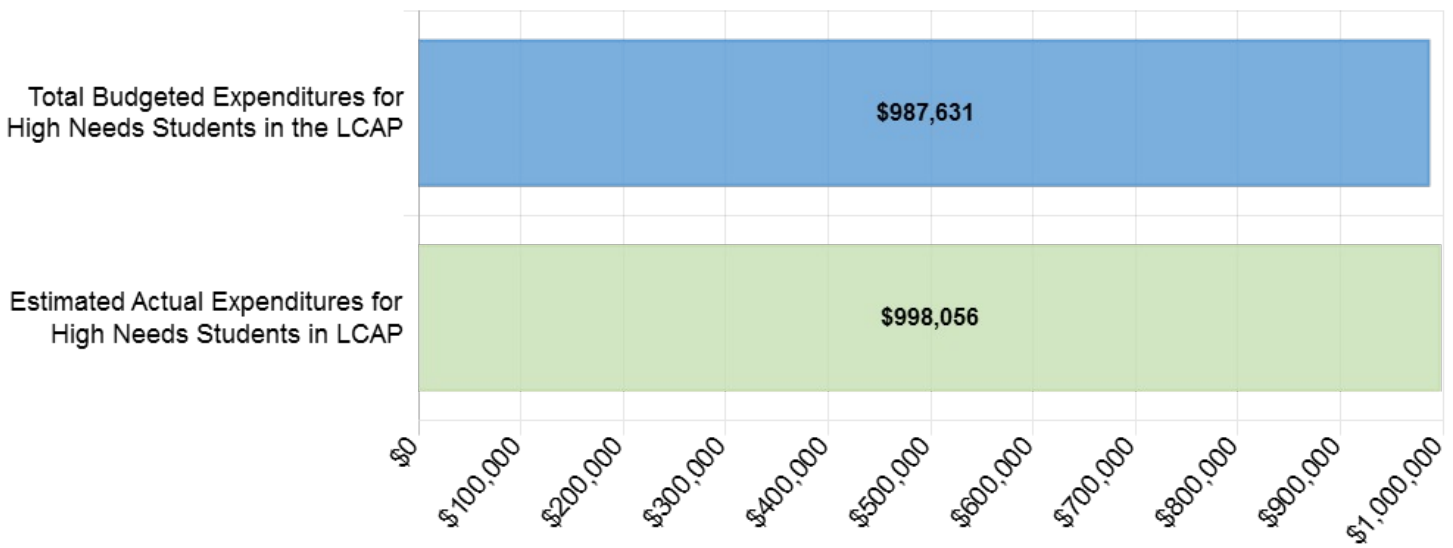
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Chowchilla Elementary is projecting it will receive \$5,402,208 based on the enrollment of foster youth, English learner, and low-income students. Chowchilla Elementary 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 Chowchilla Elementary plans to spend \$5,381,236 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

82.61% of CESD students meet the criteria for "high needs". Research based thinking to systematize services wherever possible is utilized. Coaches insure "good first teaching" by supporting a progression of instruction, through quality, aligned professional development in ELA/ELD, Math and Science. PD is tiered to build leadership capacity. ACEs are addressed with Mindfulness and Big Brother/Sister support.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$987,631
Estimated Actual Expenditures for High Needs Students in LCAP	\$998,056

This chart compares what Chowchilla Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chowchilla Elementary 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, Chowchilla Elementary's LCAP budgeted \$987,631 for planned actions to increase or improve services for high needs students. Chowchilla Elementary estimates that it will actually spend \$998,056 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Chowchilla Elementary

Contact Name and Title

Linda Russell-Scheet

Assistant Superintendent

Email and Phone

scheetl@chowkids.com

5596658000

2017-20 Plan Summary

The Story

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

Chowchilla Elementary School District (CESD) is located in the growing community of Chowchilla. Situated in the heart of the fertile San Joaquin Valley, Chowchilla is today a farming community, just as it was when it was first developed. Located just south of the Chowchilla River and to the west of Chowchilla Mountain in the Sierras, the town was named for a local Indian tribe whose name reflected their bravery.

Homes in Chowchilla are conducive to a wide economic range. New subdivisions have been added to our ever growing community and more have pulled permits for future construction. The components that are necessary for a quality life can be found in Chowchilla. The town has proven to be very attractive to families because of its "small town" traditions and atmosphere.

The population of Chowchilla is currently estimated at 19,000 and is continuously expanding. Although much of the area is farmed, industrial and commercial developments are experiencing steady, orderly growth for the residents of the community. Included in the population count are 7,000 inmates housed in the Valley State Prison and Central California Women's Facility. Many of our families have ties to the prison, either through the inmates or as employees.

Although the rate of unemployment in Chowchilla outpaces the state, the crime rate does not. CESD works closely with Chowchilla Police Department and through our School Resource Officer.

Our student population of 2,200 students consists of nearly 85% who qualify for Low SocEc status, 66% Hispanic, 28% White, 29% English Learner and 7% are students with disabilities. Two other subgroups which make up less than 5% are Asian or African American. Our LCFF unduplicated count is 81% and 96% of our EL students speak Spanish. There are no additional languages spoken by another subgroup

in excess of .5% and less than 1% are Asian or African American.

Chowchilla strives to maintain a friendly atmosphere, promoting the positive image of a small town community without the problems that are frequently associated with large cities. Community members are supportive of both the Chowchilla Union High School District, as well as, the Elementary District.

LCAP Highlights

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

Children are the focus of the Chowchilla Elementary School District. After careful examination of CESD data, LCAP goals were created to address areas of concern. Chronic Absenteeism, connecting with foster and homeless youth, and strengthening the academic CAASPP performance of our students who receive special education services have become areas of focus for the next few years. Increasing parent involvement, supporting the whole child, and raising student academic performance for all students as measured through the CAASPP continues to be a driving force behind our decisions as well. Maintaining low class sizes, providing effective staff development and improving salary schedules are contributing to improved access for students and morale for staff.

Chronic Absenteeism – Building relationships, incentives, counseling

Connecting with Foster and Homeless youth – Assign mentors, discuss successes and challenges

Increase Parent Involvement – Family Nights for ELA and Math

Improve Academic Performance of students receiving Special Education services.

Increase CAASPP Scores on Math and ELA Ongoing professional development in reading, writing, mathematics, cooperative structures and EL instructional strategies (CARE for EL) and science

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 CAASPP performance gap between our English Learners subgroup and All Students subgroup is narrowing and our suspension rate continues to fall. We continue to review the systems that work within CESD and use components of those systems to improve areas of need within the District.

English Learners – All classroom lessons are designed to take each child from where they are instructionally to where they need to go next. Additional reading, writing and math support is available.

Suspension Rates – Continue the use of Ripple Effects (Social Emotional and Behavioral Instruction), incentives, and the close monitoring high incidence issues in an effort to remedy the underlying cause.

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

Strengthening the skills of CESD staff supporting students receiving Special Education Services has become a focus. The performance of these students is slipping. We are working to improve performance on the CAASPP Assessment through improved instruction and better use of the available accommodations. Time will be used for Special Education students to familiarize themselves with those accommodations, in addition to, the context of their use.

The CESD African American subgroup has been identified as needing additional support in improving chronic absenteeism and the suspension rate.

We are drawing more attention to the monitoring of chronic absenteeism, suspension rates, as well as, ELA and Math performance. Noting which students are members of these subgroups during regularly scheduled Consolidated Student Reviews will take place as a first step. Once identified, aligned services will be determined and implemented, as well as, discussed through the LCAP Steering Committee and through site committees.

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

District-wide suspension rates have fallen over the past three year period (as reported on CDE's DataQuest) from 7.9% in 2015-2016 to 5.2% in 2017-2018. While overall suspension rates have declined, performance gaps still exists for:

African American

Two or More Races

Students with Disabilities

As described above, noting which students are members of these subgroups during regularly scheduled Consolidated Student Reviews will take place as a first step. Once identified, aligned services will be determined and implemented, as well as, discussed through the LCAP Steering Committee and through site committees. The district will continue the use of Ripple Effects (Social Emotional and Behavioral Instruction), incentives, and the close monitoring high incidence issues in an effort to remedy the underlying cause.

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.

No schools 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.

No schools have been 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.

No schools have been identified for CSI.

Annual Update

LCAP Year Reviewed:

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

Goal 1

Through the 2017-2018 school year, all sites will be safe and clean, have sufficient materials and correctly assigned teachers as measured through Williams compliance forms and Human Resources files. All students will be enrolled in a broad course of study that includes all subject areas as described in Ed Code 51210, as described in SARC.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

All Staff Appropriately Assigned

Overall Rating of GOOD

100%

100%

All Staff Appropriately Assigned

Overall Rating of GOOD

100% of students are enrolled in a broad course of study

100% of students and staff have access to standards aligned materials

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

Cleaner/Safer Campus – playground-classroom maintenance,
Update Restrooms, Gym Floor, Syn Lawn, Bark
(30K, 5K, 10K, 8.5K)
Maintain Increased Custodial Staffing(35k)

Actual Actions/Services

Bathroom partitions \$4643
Gym Floor \$5338
Bark \$3557
Security Cameras \$15,193, \$8731

Maintain Increased Custodial Staffing(35k)

Budgeted Expenditures

Update Restrooms, Gym Floor, Syn Lawn, Bark
(30K, 5K, 10K, 8.5K)
Maintain Increased Custodial Staffing(35k)

Estimated Actual Expenditures

Bathroom partitions \$4643
Gym Floor \$5338
Bark \$3557
Paging Zone System \$1632
Media System for New multi-purpose room \$43956
Security Cameras \$15,193, \$8731
Maintain Increased Custodial Staffing(35k)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Improved / Updated Safety Plan –
Yearly meeting with School Site
Council members and community
liaisons

Revised/Approved Safety Plans

0

0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Updated facilities –repair/update facilities, grounds, transportation and bathrooms
 Maintenance Supervisor (95k)
 Carpet, Asphalt, , Energy Upgrade, Mowers, New Bus (26K, 40K, 125K , 101K, 182.5K)

Updated Light fixtures \$1325
 Floor Scrubber \$7972
 Trash Can Lifter \$4124
 Grounds, Turf mower \$21359
 Trailer \$5100
 Dump Truck \$19511
 Transportation Bus Child Check System \$4643
 Transit Wheelchair Van \$48127
 New Bus \$175498
 Carpet \$29676
 Asphalt \$39790
 Concrete \$13854
 HVAC \$31300
 Maintenance Supervisor to Director \$100825
 Chairs, Gym Audio \$58.999
 Playground Equipment \$690

\$474,500 / \$95,000

Updated Light fixtures \$1325
 Floor Scrubber \$7972
 Trash Can Lifter \$4124
 Paging Zone System \$1632
 Media System for New multi-purpose room \$43956
 Grounds, Turf mower \$21359
 Trailer \$5100
 Dump Truck \$19511
 Transportation Bus Child Check System \$4643
 Transit Wheelchair Van \$48127
 New Bus \$175498
 Carpet \$29676
 Asphalt \$39790
 Concrete \$13854
 HVAC \$31300
 Maintenance Supervisor to Director \$100825
 Chairs, Gym Audio \$58.999
 Playground Equipment \$690
 Total \$608381

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Assign Staff Appropriately, Provide BTSA Support and BTSA fees, Attending Job Fairs, EdJoin, CODESP, Enroll interested classified staff in UC Merced Child Development classes which leads to a college degree or a Child Development Associate Teacher Permit.

Assigned Staff Appropriately, Provided BTSA Support and paid BTSA fees, Attended Job Fairs, Paid for EdJoin and CODESP, Enrolled interested classified staff in UC Merced Child Development classes which leads to a college degree or a Child Development Associate Teacher Permit.

\$42,248/ \$350 / \$2,500 / \$9,600

Induction Staff \$16069
EdJoin \$450
CODESP \$2050
UC Merced Classified staff classes \$

Action 5

Planned Actions/Services

Enroll students in broad course of study – Maintain added 7th period of electives for junior high students
Provide every pupil with sufficient access to standards aligned materials.

Actual Actions/Services

Enrolled Students in a broad course of study - maintained added 7th period of electives for junior high students
Provided every pupil with sufficient access to standards aligned materials.

Budgeted Expenditures

\$82,770

Estimated Actual Expenditures

\$79183

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 generally implemented as listed in the plan. Much of the work was done inhouse.

Action 1 Maintained increased Utility Worker hours, added Campus Entry, Paging Zone System and Audio components to New Multipurpose Buildings

Action 2 Implemented as planned

Action 3 Maintained upgraded Supervisor to Director and added several items needed to insure clean/safe grounds and transportation

Action 4 Implemented as planned minus attending an out of the area job fair

Action 5 Implemented as planned

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

No items were identified through Williams Compliance reviews. Minor items discussed during the review were addressed at the time of the review.

Schools are found to be in good repair.

Safety Plans were updated

Facilities were updated

Staff was assigned appropriately

Students were enrolled in a broad course of study and supplied with appropriate materials

Student feelings of safety continue to be a concern due to elements in the communities surrounding the school sites, not within the confines of the school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Many additional components were purchased this year to insure clean/safe facilities and transportation for CESD staff and students.

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.

Analysis

Ongoing projects to keep facilities in good repair were accomplished within the given year. Needed new actions presented themselves over the course of the year were completed.

Changes

Goal 1, Action 3

District IT Servers are in need of replacement, Solar solutions are being sought, District Office roof replacement, Stephens and Fuller playgrounds need additional attention and upgrading due to grade span change.

Goal 1, Action 4

Stakeholders agreed that the district should continue the support the enrollment of classified staff members in UC Merced classes for Child Development with the idea that it could lead to a teaching credential down the road or just a better understanding of child development and a permit for now. We are having discussions about next supporting classified staff enrolling in coursework to become Speech Pathologist Assistants.

Additions:

Goal 1, Action 6 -- Addition of additional elective teacher, \$94,527; addition of another music teacher to expand offerings, \$86,258

Goal 1, Action 7 -- Providing competitive salaries with surrounding counties and districts (10% of Teacher Salaries) \$1,123,185

Goal 1, Action 8 -- Provide transportation to allow for school % of FRPM and Minorities to be balanced to maintain diversity and equity (10% of transportation total) \$115,258

Goal 2

CESD staff will share DASHBOARD performance indicator data and a narrative of progress made or completed state’s reflection tool with the board and stakeholders, in addition to the SARCs as they relate to demonstrating Implementation of Academic Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

20 from Level 3 target

42 from Level 3 target

4.6% Suspension Rate

72% of students who increased at least 1 level or who were reclassified

Completed Documents

INDICATOR ACTUAL

CAASPP ELA Progress 50.6 from Level 3 target

CAASPP Math Progress 75.1 from Level 3 target

Suspension Progress 5.2% Suspension Rate

EL Progress Rate Reclassification Rate 14 % of students were reclassified. we will not know how many students gained 1 level of proficiency as the ELPAC results are not yet available.

ALL Site SARCS Completed Documents

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

Data will be collected and shared with stakeholders
 EADMS Contract (CAASPP and Local Assessment)
 Warehouse

Data was collected and shared with stakeholders. IO Assessments Contract –Staff utilized IO Education to input students local benchmark data, as well as state assessment and demographic data. Staff were then able to pull reports and examine combined student results to better identify student needs State's Reflection Tool survey results were shared with staff, LCAP Steering Committee and Board

\$6,500

\$6733

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

SARCs will be completed and shared with stakeholders

SARCs were completed and shared with stakeholders

\$0

0

Analysis

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

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

All actions noted in the action steps above were completed. DASHBOARD data, CAASPP results, State's Reflection Tool survey, SARCs and local assessment data was shared with all stakeholders.

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

Data was shared with all stakeholders, further informing the goals needed to create next year's LCAP.

INDICATOR (All Students) BASELINE 2017/2018 TARGET ACTUAL

CAASPP ELA Progress fell 6.7 points to 50.6 from Level 3

CAASPP Math Progress maintained moving from 72.3 to 75.1 from Level 3

Suspension Progress Declined from 6.1% to 5.2%

EL Progress Rate/Reclassification Rate is not comparable as ELPAC scores have not yet returned. 14% of our English Learners were reclassified (91 Students)

ALL Site SARCS Completed Documents Completed Documents Completed Documents

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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

Grade 3-8 are working to utilize the interim assessments to better inform instruction. Assessment contract was changed from EADMS to IO Education (Goal 2, Action 1).

Addition:

Goal 2, Action 3 -- Reduce the number of students in classrooms with high concentrations of students identified as English learners, low income or foster youth students. This will be done through investments in facilities and infrastructure improvements. The addition of portable classrooms will help us to maintain significantly lower rosters within upper grades classrooms, benefiting our Unduplicated Pupils, \$1,900,000

Goal 3

Seek parent/community input in decision making as demonstrated through parent survey results, as well as, increase parent sign-in at Family Nights.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected

85%

550 Parent Sign-ins

135 Parent Sign-ins

100 Parent Sign-ins

Actual

Percent of parent's surveyed who felt included in decision making 85%

594 Parent Sign-ins at Family Nights

123 Parent Sign-ins at SSC

87 Parent Sign-ins at ELAC/DELAC meetings

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

Create a Family Night Team to carry out the evening events allowing content leads more time to develop content and instructional strategies at each grade level.

Actual Actions/Services

Created a Family Night Team to carry out the evening events, which allowed content leads more time to develop content and instructional strategies at each grade level.

Budgeted Expenditures

\$8K / \$1K / \$1K / \$1K / \$2K
Team blue sheet / Teacher blue sheet / Raffle and materials / Child care / Food

Estimated Actual Expenditures

\$14,094

Action 2

Planned Actions/Services

Family ELA/ Math Night
Interpreters communicate Family Nights activities to EL parents, support family engagement in evening events.
Interpreters (1K)

Actual Actions/Services

Conducted Family ELA/Math Nights. Interpreters communicated Family Nights activities to EL parents, supported family engagement in evening events. Interpreters (1K)

Budgeted Expenditures

\$1,000

Estimated Actual Expenditures

\$675
Interpreting done by teachers

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Childcare for Community Partnership (Merced College) English classes for Families EL and Migrant families (5K)

Childcare for Community Partnership (Merced College) English classes for Families EL and Migrant families (5K)

\$5000

\$4,111 as of April 1

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement Parent Suggestions: Consistent Meeting Dates Survey for ongoing input at Family Nights Online Access to Information

Implemented Parent Suggestions:Childcare, Consistent Meeting Dates: Sites Coordinated Events Survey for ongoing input at Family Nights: Gathered information for "Parking Lots" and parent surveys. Online Access to Information: Events were posted online through district web page, Facebook and REMIND, better seating and sound system for outdoor events.

\$0

\$5,700

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Improve communication and trainings for parents regarding access avenues for input and promote parent participation in programs for individuals with exceptional needs

Improved communication and trainings for parents regarding access avenues for input, and promoted parent participation in programs for individuals with exceptional needs. Utilized interpreting headsets, broke trainings into smaller groups for improved communication.

\$0

0

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Conduct Parent Survey

Conducted Parent Survey, collected results, shared with site staff, LCAP Steering Committee and Board.

\$0

0

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

LCAP Steering Committee - Representatives of staff, admin and parents who share, discuss and analyze data / information, as well as, gather input from their site counterparts, to inform and develop our district's LCAP. They meet 6-7 times each year.

LCAP Steering Committee Meetings (LCAP Stakeholders) were held. The committee met six times throughout the year (8/29/18, 11/14/18, 12/05/18, 1/9/19, 6/10/19) to review LCAP requirements, DASHBOARD, State's Reflective Tool and local assessment data, student / parent staff / community survey results and listen to site program descriptions and needs, while providing input to the LCAP itself.

\$3,150

\$1,016
Blue sheet for teachers attending and food

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Action 1 Created District team who implemented ELA and Family Nights. Many activities were shared with parents to strengthen academic support at home. Parents provided input to staff regarding types of support they feel would be beneficial to improve next round of family nights.

Action 2 Provided Family Night sessions in Spanish. Interpreters were available across the campus to lend support where ever needed.

Action 3 Provided childcare to local English classes offered in conjunction with Merced Community College.

Action 4 Implemented services suggested by parents on community members through the use of "Parking Lots" at District wide events or through conversations. Offering district information online through FACEBOOK, Remind, Auto Calls and site flyers.

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

Action 1 ELA and Family Nights were attended by hundreds of families district wide. Parents were thankful for the many activities to strengthen academic support at home. Parents provided input to staff regarding types of support they feel would be beneficial to improve next round of family nights. Event was well received by parents.

Action 2 Provided Family Night sessions in Spanish. Interpreters were available across the campus to lend support where ever needed. Parents appreciated separate sessions for Spanish, stating that they felt more comfortable asking questions.

Action 3 Provided childcare to local English classes offered in conjunction with Merced Community College. College enrollment is stable and continuing. Parents are appreciative for a local offering.

Action 4 Implemented services suggested by parents on community members through the use of "Parking Lots" at District wide events or through conversations. Offering district information online through FACEBOOK, Remind, Auto Calls and site flyers. Parent attendance is up at site events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers interpreted at Family Nights offered rather than hiring additional staff. Budgeted/expended dollar amounts balanced out. One thousand was spent for LCAP Steering Committee food and overtime. The LCAP Steering Committee will be budgeted in the future. An improved sound system was added to the recently built Multi-purpose venue at Fuller for outdoor events.

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.

Hire a Behavior Specialist (Goal 3, Action 5). Survey parents every other year (Goal 3, Action 6).

Goal 4

ALL students will gain in ELA and Math mean scaled scores and advance towards green on the state’s Dashboard Performance Indicator.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

20 from Level 3 target

42 from Level 3 target

20 from Level 3 target

52 from Level 3 target

95.8 from Level 3 target

125.1 from Level 3 target

72% of students who increased at least 1 level more who were reclassified

100% of students will receive standards-based instruction.

ELA Mean Scale Score All Students 50.6 from Level 3 target

Math Mean Scale Score All Students 75.1 from Level 3 target

ELA Mean Scale Score EL Students 65.8 from Level 3 target

Math Mean Scale Score EL Students 89.5 from Level 3 target

ELA Mean Scale Score SpEd Students 133.8 from Level 3 target

Math Mean Scale Score SpEd Students 167.3 from Level 3 target

EL Progress Rate Reclassification not available due to change in state assessment

Standards-based instruction 100% of students received standards-based instruction.

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

Math – Coach staff in Bridges and CPM / New Science

Maintained Math – Coach to support staff in Bridges and CPM / New Science

\$109K Coach / \$27K in Bridges / \$2K CPM and Science Standards related materials

\$23,743

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain writing instruction – New Lucy Calkins’ Units of Study Materials Training in Sonoma and New York – Implement use of Units of Study Rubrics

Maintained writing instruction – New Lucy Calkins’ Units of Study Materials Training in Sonoma and New York during summer 2018 – Implemented use of Units of Study Rubrics

\$23,000

\$140,443

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide embedded day trainings for all staff in instructional strategies

Provided embedded day trainings for all staff in instructional strategies

\$30,000

\$20,338

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

ELA Coach - Continue Guided Reading and Literature Circle Trainings with EL embedded content, yearlong and summer training

Employed ELA Coach to support reading and writing instruction District-wide.

103K Coach, 3K Summer Trainings, 17K Teacher pay overtime

\$121486 / \$13,969

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide instructional trainings outside of workday - Provide Blue sheet time (Leadership for Certificated, Classified and Administrative, Supersub Days, Coaching support)

Provided instructional trainings outside of workday - Provide Blue sheet time (Leadership for Certificated, Classified and Administrative, Supersub Days, Coaching support)

\$8K / \$11K / \$15K

\$15,509

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Migrant, EL targeted support for College and Career Ready

Migrant and EL Targeted support for "College and Career Ready" at Wilson Middle School. Staff supported students improved study skills and made them aware of A-G requirements once students matriculate to the high school. Families also were made aware of the increase in rigor once high school came into play. Time to prepare is now.

\$20,000

0

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Moved to Goal 4, Action #13

Continued PD in cooperative structures to raise student engagement and provide support through multiple modalities.

\$0

0

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Summer School Academy (Pre K – 8) – priority given to EL and Migrant – Staffing, Materials and Field Trip

Provided Summer Academy - Pre-school through grade 8, staffing, materials and field trip with STEM emphasis.

\$26,000 / \$8,000

\$12,000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Intervention / GATE / Before, During and After School /Bussing

Provided Intervention / GATE / Before, During and After School / Bussing

\$29,363 / \$24,500 / \$13,000 / \$5,924

Session 1 Intervention - \$11,562
Session 2 Intervention - \$15,387
Transportation - \$5924

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Add Aide at Stephens (TK - Kindergarten site) for EL Intervention

Employed an Aide at Stephens (TK - Kindergarten site) for EL Intervention

\$3,500 / \$3,500

\$10760

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

ELPAC Testing support -subs

Provided ELPAC Testing support -subs

\$12,500
General Fund

\$12,842

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CGI Contract – Fresno State staff provide CGI support

No contract deemed necessary

\$5000

0

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

New Teacher CGI and Cooperative Structure Training Science/Tech Coach – train/support Common Core

New Teacher CGI and Cooperative Structure Trainings provided
Employed a Science/Tech Coach – trained/supported Common Core implementation

\$109,000 / \$9,000 / \$5,500

\$125418 / \$ 10,550

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

SpEd/Math Coach – train/support SpEd staff in Common Core and good first teaching strategies
 Add Preschool SDC
 Train new staff during summer in mathematics instruction

Hired SpEd/Math Coach – trained/supported SpEd staff in Common Core and good first teaching strategies
 Maintained Preschool SDC
 Trained new staff during summer in mathematics instruction

\$118,000 / \$78,326

\$126,632 / \$11,322

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Came as item discussed through LCAP Steering committee. not in plan for 2017-2018 originally

 Embed use of SBAC Interim Assessments in ELA and MATH at all grade levels - Training

Began to embed use of SBAC Interim Assessments in ELA and MATH at all grade levels - Training - Issues still while interfacing with SBAC system.

\$2500

0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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:

1. Staff trained on new math curriculum with coaching support
2. All staff exposed to 2nd year of writing curriculum and training with coaching support.
3. Embedded day and supersub training days were completed at all sites for math
4. Coaching support provided for Guided Reading, Lit Circle training with EL embedded content during school year and summer.
5. Paid time (outside of school day) trainings conducted for supersub, leadership and CARE (Like Project GLAD)
6. Migrant staffing at Wilson Middle School for College and Career Ready support.
7. Continued Cooperative Structure trainings
8. Implemented Summer School Academy
9. Provided Interventions
10. Ran two sessions of EL Interventions
11. ELAPC Testing support
12. Contracted with Fresno State for math support although since so little support was needed, CESD did not pay for support
13. Provided new teacher trainings and coaching support
14. Implemented coaching support for Special Education staff and continued preschool services to Special Ed. families
15. Worked on use of Interim SBAC assessments to further expose student to context of assessment

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

Actions:

1. Staff trained on new math curriculum with coaching support Improved CAASPP Math scores K-8 except 7th grade
2. All staff exposed to 2nd year of writing curriculum and training with coaching support. Continued progress in student writing rubric scores.
3. Embedded day and supersub training days were completed at all sites for math providing staff with planning time.
4. Staff felt more instructionally confident as a result of coaching support provided for Guided Reading, Lit Circle training with EL embedded content during school year and summer.
5. Trainings conducted for supersub, leadership and CARE (Like Project GLAD) led to improved instruction.
6. When present, Migrant staffing at Wilson Middle School for College and Career Ready supported matriculating students according to high school administration.(Migrant left the position unfilled for several months.)
7. Continued Cooperative Structure trainings improved student engagement.
8. Implemented Summer School Academy, field trip to UC Merced was a huge success.
9. Provided Math and ELA Interventions.
10. Two sessions of EL Interventions were implemented.
11. ELPAC Testing support needs to be revamped due to need for tech skills to implement.
12. Contracted support through Fresno State for math was not needed.
13. New teachers have improved instructional practices and classroom management as a result of the coaching support.
14. Improved instruction by Special Education staff and continued preschool services to Special Ed. families.
15. Staff is more familiar in the use of Interim SBAC assessments to further expose student to context of assessment. technology was added to each campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions:

1. Math Coach was not hired in this area. It was hired under Goal 4, Action 14
2. Brought in trainers from Columbia University's Reading and Writing Project to train all certificated staff.
3. / 5. Fewer teachers signed up than were budgeted for.
4. Staff felt more instructionally confident as a result of coaching support provided for Guided Reading, Lit Circle training with EL embedded content during school year and summer.
6. Migrant left the position unfilled for several months.

8. Calkins Writing training in play rather than other PD offered through the Summer Academy
9. Fewer staff offering intervention than budgeted.
12. Contracted support through Fresno State for math was not needed.

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

More writing training is slated for this summer due to teacher feedback (Goal 4, Action 2). A Behavior Health Specialist has been employed to help staff with students unwilling to engage in instruction (Goal 3, Action 5). Fresno State support has not been used the past two year so will be removed (Goal 4, Action 12).

Addition:

Goal 4, Action 16 -- Cost of additional teachers to maintain reduced class sizes in grades 4-8, \$792,992

Goal 5

In the 2017-2018 school year, all staff will participate in content rich instructional strategy trainings to increase student engagement in addition to counseling and psychological support, as measured by increased attendance and reduced percentage of chronic absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected

96
15.8%
<.15%

Actual

Attendance 96.12% % collected through Aeries during the 9th attendance month each year

Chronic Absenteeism 8.8 % Current percent in CALPADS on 4/15/2019

Middle School Dropout Rate %To be reported at end of year

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**

Attendance Incentives

Actual Actions/Services

Provided varied attendance incentives at each site. As each campus is grade span specific, incentives were targeted to age ranges.

Budgeted Expenditures

10K (2 K per site)

Estimated Actual Expenditures

\$12,006

Action 2**Planned Actions/Services**

CARE – Blue sheet overtime for CARE materials development, EL Content centered instruction

Actual Actions/Services

Offered CARE (Content Accessed through Repeated Exposure) – Blue sheet overtime, materials for CARE development, EL Content centered instruction

Budgeted Expenditures

\$7,200

Estimated Actual Expenditures

\$1,522

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Big Brothers, Big Sisters (CUHS students partner with CESD students) / Homeless Support

Big Brothers, Big Sisters (CUHS students partner with Reagan students, Community Members partner with children from other sites, as do Chowchilla Police officers Bigs in Blue,) is up and running. CESD provided homeless families with connection to community services, transportation and supplies as needed including lice removal/treatment through Dr. Nit wit in Fresno.

\$10,000 / \$2,000

\$12,962

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increased Counseling and
Psychologist Support

Maintained increased counseling and psychologist support provided through the hiring an intern psychologist and second full time psychologist and converted the primary duties of the psychologist to counseling. The additional staffing was needed to meet the assessments needs of identified SpEd students, as well as, to offer social skills trainings. Behavior support aides hired were also maintained. A new Behavior Health Specialist has been hired to work throughout the summer to prepare to lead support services for the more challenging student centered situations.

\$116,782 / \$107,366 / \$35,236

\$128077 / \$0 / \$35738

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Came as a result of 2017-2018 LCAP Steering Committee conversations

Increase student engagement in content through the use of technology

Increased student engagement in content through the use of technology, through programs specific to each site, Ripple Effects and exposure to Interim Assessments

\$275,000

\$19,848 Ripple Effects
\$68,631 Tech

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Through the 2018-2019 school year, attendance incentives, content rich instructional strategy trainings (such as CARE) and technology advancements were used to increase student engagement and reduce the percentage of students qualifying for Chronic Absenteeism. Counseling and psychological support, mentors for foster youth and building relationships with CESD homeless families also helped attendance and reduce the percentage of chronic absenteeism. Big Brother, Big Sisters, "Bigs in Blue" (police) and "Bigs in the Community" were fully implemented within the community. A program to integrate Prison staffing into the mix is underway. CESD is very impressed by the program to date.

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

Overall district attendance is up slightly from 96.06% last year to 96.12 % this year. Sites expended the incentive allotments that they were given. Anecdotal evidence suggests that the incentives provided an opportunity to deepen relationships with the students through the positive interactions. Brief conversations gave way to better understanding the child's/family's situation and insights into ways to improve attendance. There was a focus on building relationships and the use of incentives to improve attendance which we feel accounts for the gains made. Counseling supports also added to the child's feeling more confident in the school environment. Additional technology provided a more engaging platform for instruction, as well as giving students insight as to how to deal better with troubled situations in the future. (Ripple Effects - software)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: Fewer people than expected attended CARE trainings

Action 4: Behavior Support Aide to begin next year

Action 5: Still pulling together components to improve access to and usage of CAASPP Interim Assessments

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.

Staff did not feel Ripple Effects was effective and it will not be used next year (Goal 5, Action 5).

Interim assessment usage improved. It will again be a focus next year, as will finding ways to improve interaction with CAASPP Interim Assessment access for SpEd students needing speech to text.

Addition:

Goal 5, Action 6 -- Addition of PE Specialist to provide balanced planning time for classroom teachers, \$94,528

Goal 6

Reduce the % of suspensions as reported on the 2017-2018 Performance Indicator.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

4.5%

<.02%

Actual

State Suspension Rate 4.2% (CALPADS: 103 kids suspended / 2431 overall enrolled = 4.2)

Expulsion Rate <.02%

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

Parenting Classes through local non-profit

Parenting Classes were not available this year through the local vendor.

\$5,000

0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Principal Luncheon – Targeted behavior issue students have lunch with next year’s site admin

The Principal Luncheons took place on each campus Principals reported that it was a very positive experience for all involved.

\$1,000

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Counseling and Psychologist Support and maintain reduced class size Add PECS Training (Picture Exchange System)

Maintained Counseling and Psychologist Support as well as reduced class size. Maintained PECS support (Picture Exchange System) and scheduled another round of training.

\$15K

\$15,299

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Staff training on incident/suspension data into Aeries

Offered refresher staff training on incident/suspension data into Aeries.

\$0

0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Partnering with a local agency did not happen again this year, but classes are scheduled to begin this August. Staffing, time and location have been determined.

The first ever Principal Luncheons were implemented this year and appeared to establish relationships between struggling students and admin prior to the start of next year.

Increased counseling and psychologist support has been put in place. Staff are pleased with the support and families are appreciative.

Staff have been trained in the consistent reporting of incident and suspension data into Aeries. Clean data.

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

While partnering with a local agency did not happen again this year, classes are scheduled to begin this August. Staffing, time and location have been determined.

The Principal Luncheons met the goal of establishing relationships between struggling students and admin prior to the start of next year. Very Positive feedback for site staff.

Counseling and Psychologist support has been a huge success. Paperwork has been completed effectively and in a timely matter. Staff report feeling supported and student services are improved in both quality and quantity.

Consistent reporting of incident and suspension data into Aeries has been remedied through additional staff training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Parenting classes offered through Madera Community Action Partnership not able to begin until next Fall

Action 2: Food Services chose to pay for the food used at these luncheons and transportation was covered through other means as well.

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.

We are excited to begin Parenting Classes in the fall with the Madera Community Action partnership. Add a new action/service, Mindfulness training to address ACEs (Adverse Childhood Experiences) in combination with Kaiser Hospital (Goal 6, Action 5). All other components will remain the same.

Goal 7

In the 2017-2018 school year, all Reading Intervention students will make measurable growth in reading as measured by the site’s increase in average running record level (K-6) and iReady scores in grades 7-8). There will be an increase the percentage of intervention students reading within 6 months of grade level by 10% each year until the target of 100% of students have met this goal.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: Percentage of intervention students reading within 6 months of grade level.

Annual Measurable Outcomes

Expected

97%
90%
90%
60%
40%

Actual

Metrics/Indicators Baseline 2018-2019 (percents will be added in July)
% of Stephens Intervention Students within 6 months 90%
% of Fuller Intervention Students within 6 months 58%
% of Reagan Intervention Students within 6 months 70%
% of Fairmead Intervention Students within 6 months 20%
% of Wilson Intervention Students on track to matriculate to the HS 23%
%

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
Staffing and material support for Reading Lab at all K-6 sites and ELA intervention at Wilson Middle School	Provided staffing and materials for Reading Lab at all K-6 sites and ELA intervention at Wilson Middle School	\$33,120 / \$125,196 / \$35,545 / \$117,242 / \$15,424 / \$92,278 / \$1,800	\$17,787 / \$143,847 / \$29,636 / \$119,552 / \$11,826 / \$90,846 / \$1,800 42030 / 30100 / 07395 / SpEd / 00150 / 07090 /

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports	Employed ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports	Already Listed	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Data Analysis support and Technical Assistance for improving reading support to struggling student

Provided data analysis support and technical assistance for improving reading support to struggling students.

\$0

0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement High School EL students meeting with Fairmead students each Thursday am for reading support. Additional High School EL students will tutor Reagan EL students in reading during two afternoon intervention sessions offered 2 days a week throughout the year for a period of 7- 8 weeks each time. Students will be trained in reading comprehension and summarizing techniques which they will teach to the students with whom they are paired

While discussed and planned with local High School Input, it was the requested that the program begin next year. The High School underwent an extensive change in administration and the ability to organize this action plan was not doable at this time.

\$5000

\$0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Action 1: Staffing and material support for Reading Lab at all K-6 sites and ELA intervention at Wilson Middle School

Action 2: ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports

Action 3: Data Analysis support and Technical Assistance for improving reading support to struggling students

Action 4: Implement High School EL students meeting with Fairmead students each Thursday am for reading support. Additional High School EL students will tutor Reagan EL students in reading during two afternoon intervention sessions offered 2 days a week throughout the year for a period of 7- 8 weeks each time. Students will be trained in reading comprehension and summarizing techniques which they will teach to the students with whom they are paired.

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

Action 1: Staffing and material support for Reading Lab at all K-6 sites and ELA intervention at Wilson Middle School. Process is resulting in improved reading/writing skills in students K-8

Action 2: ELA Coach supported staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports. Participants noted more confidence in their instruction.

Action 3: Coaches provided data analysis support and Technical Assistance for improving reading instruction to struggling students

Action 4: The High School EL students did not meet with Fairmead students this year. It is planned to begin next year. Getting Big Brothers and Sisters up and running was a priority.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material Differences:

Action 4: Did not begin the program this year

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

Reagan/High School EL Program was not implemented at this time due the request to wait was made by High School administration.

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?

There is an LCAP Steering Committee consisting of members from the community, certificated and classified staff, administration, parents and students. The committee met six times throughout the year (8/29/18, 11/14/18, 12/05/18, 1/9/19, 6/10/19) to review LCAP requirements, DASHBOARD, State's Reflective Tool and local assessment data, student / parent staff / community survey results and listen to site program descriptions and needs, while providing input to the LCAP itself. Additional meetings were held at each of the sites during Monday early release days to review minutes of these meetings and gather further input, as well as, with each of the union leadership teams. Minutes of each LCAP Steering Committee meeting were sent to all staff members, as well as, parent/community members of the team. Student, staff, parent and instructional needs were discussed and corresponding goals generated to address each of the state priorities. CESD focus centers on students as a priority and "Good First Teaching" as the essential model for improving student performance. Chowchilla also shares/discusses LCAP priorities with the Chowchilla Community Task Force and networks additional resources to support the LCAP goals. Information from last year's survey in addition to ideas brought forward from Site councils, ELAC/DELAC committees and Family Clubs were used to gain parent and student vantage points and determine targets. Staff Surveys were also used to inform professional development topics to enhance instruction. Union Leadership had additional meetings outside of site administration to further discuss goals and possible solutions. DELAC reviewed, discussed the LCAP on November 28, 2018 and approved the plan as written January 23, 2019.

Public Review: 06/10/2019

Board Adoption: 06/17/2019

Impact on LCAP and Annual Update

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

Consulting with the many stakeholders regarding the LCAP had many benefits:

- Reviewing the requirements for the creation of the LCAP helped bring into focus the objective of the task for the LCAP Steering Committee
- DASHBOARD indicators and local assessment data clarified specific targets which were aligned with the state priorities.
- Discussing current practices that supported each goal brought to light gaps in our efforts.
- Goals were revised to streamline alignment to the state priorities and better match the deficits found through local and DASHBOARD data points.

Changes to the LCAP that came as a result of meeting with the various focus groups and data analysis resulted in:

- Reduction in complexity of some goals
- Closer direct alignment to state priorities
- Additional Special Education support focused on instruction
- Increased accountability for parent involvement – tracking # of parents present at school functions and input provided
- Added technology conversations that are still underway
- Refined the use of interim assessments

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 1

All sites will be safe and clean, have sufficient materials and correctly assigned teachers as measured through Williams compliance forms and Human Resources files. All students will be enrolled in a broad course of study that includes all subject areas as described in Ed Code 51210, as described in SARC.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Identified Need:

- 1. Maintain hiring efforts that result in 100% of CESD teachers being fully credentialed in the area taught.
- 2. Continue to repair and update facilities at each site to provide families with safe, clean learning environments in which to prepare students for their futures
- 3. Continue to enroll all students in CESD K-6 self-contained classrooms in all required courses of study. Enroll Wilson Middle School students in all required coursework through the master schedule.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>All staff appropriately assigned and fully credentialed</p> <p>Overall 'GOOD' rating on William's FIT</p> <p>All student enrolled in a broad course of study</p> <p>Access to standards-aligned materials</p>	<p>All Staff Appropriately Assigned</p> <p>Overall Rating of GOOD</p> <p>All student enrolled in a broad course of study 100%</p> <p>Access to standards-aligned materials 100%</p>	<p>All Staff Appropriately Assigned</p> <p>Overall Rating of GOOD</p> <p>100%</p> <p>100%</p>	<p>All Staff Appropriately Assigned</p> <p>Overall Rating of GOOD</p> <p>100%</p> <p>100%</p>	<p>All Staff Appropriately Assigned</p> <p>Overall Rating of GOOD</p> <p>All student enrolled in a broad course of study 100%</p> <p>Access to standards-aligned materials 100%</p>
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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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Cleaner/Safer Campus –playground-classroom maintenance,
Update Restrooms, Gym Floor, Syn Lawn, Bark
(30K, 5K, 10K, 8.5K)
Maintain Increased Custodial Staffing(35k)

Cleaner/Safer Campus –playground-classroom maintenance,
Update Restrooms, Gym Floor, Syn Lawn, Bark
(30K, 5K, 10K, 8.5K)
Maintain Increased Custodial Staffing(35k)

Cleaner/Safer Campus –playground-classroom maintenance,
Update Restrooms, Gym Floor, Syn Lawn, Bark
(30K, 5K, 10K, 8.5K)
Maintain Increased Custodial Staffing(35k)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,500 / \$35,000	\$53,500 / \$35,000	\$53,500 / \$35,000
Source	06205 / 0000-8150 LCFF / General Funds	06205 / 0000-8150 LCFF / General Funds	06205 / 0000-8150 LCFF / General Funds
Budget Reference	1000/3000/5000/6000	1000/3000/5000/6000	1000/3000/5000/6000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improved / Updated Safety Plan – Yearly meeting with School Site Council members and community liaisons

Improved / Updated Safety Plan – Yearly meeting with School Site Council members and community liaisons

Improved / Updated Safety Plan – Yearly meeting with School Site Council members and community liaisons

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Updated facilities –repair/update facilities, grounds, transportation and bathrooms
 Maintenance Supervisor (95k)
 Carpet, Asphalt, , Energy Upgrade, Mowers, New Bus
 (26K, 40K, 125K , 101K, 182.5K)

Updated facilities –repair/update facilities, grounds, transportation and bathrooms
 Maintenance Supervisor (95k)
 Carpet, Asphalt, , Energy Upgrade, Mowers, New Bus
 (26K, 40K, 125K , 101K, 182.5K)

Updated facilities –repair/update facilities, grounds, transportation and bathrooms
 Maintenance Supervisor (95k)
 Carpet, Asphalt, , Energy Upgrade, Mowers, New Bus
 (26K, 40K, 125K , 101K, 182.5K)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$474,500 / \$95,000	\$474,500 / \$95,000	\$474,500 / \$95,000
Source	06205 / 0000-8400 LCFF / General Funds	06205 / 0000-8400 LCFF / General Funds	06205 / 0000-8400 LCFF / General Funds
Budget Reference	1000/3000/5000/6000	1000/3000/5000/6000	1000/3000/5000/6000

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Assign Staff Appropriately, Provide BTSA Support and BTSA fees, Attending Job Fairs, EdJoin, CODESP

Assign Staff Appropriately, Provide BTSA Support and BTSA fees, Attending Job Fairs, EdJoin, CODESP, Enroll interested classified staff in UC Merced Child Development classes which leads to a college degree or a Child Development Associate Teacher Permit.

Assign Staff Appropriately, Provide BTSA Support and BTSA fees, Attending Job Fairs, EdJoin, CODESP, Enroll interested classified staff in UC Merced Child Development classes which leads to a college degree or a Child Development Associate Teacher Permit.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,248/ \$350 / \$2,500	\$42,248/ \$350 / \$2,500 / \$9,600	\$42,248/ \$350 / \$2,500 / \$9,600
Source	40350 / 07393 / 0000 Title II /LCFF/General Funds	40350 / 07393 / 0000 / 41260 Title II /LCFF/General Funds / Rural Schools funds	40350 / 07393 / 0000 / 41260 Title II /LCFF/General Funds / Rural Schools funds
Budget Reference	1000 / 3000 / 5000	1000 / 3000 / 5000	1000 / 3000 / 5000

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Enroll students in broad course of study –
Maintain added 7th period of electives for junior high students
Provide every pupil with sufficient access to standards aligned materials.

Enroll students in broad course of study –
Maintain added 7th period of electives for junior high students
Provide every pupil with sufficient access to standards aligned materials.

Enroll students in broad course of study –
Maintain added 7th period of electives for junior high students
Provide every pupil with sufficient access to standards aligned materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82,770	\$82,770	\$82,770
Source	00000 General Funds	00000 General Funds	00000 General Funds
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Grade spans, 3-8

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase student achievement and close achievement gaps, the district will hire an additional elective teacher and an additional music teacher to provide access to an increasingly broad course of study to more deeply engage students in school and provide opportunities that enrich academics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Elective Teachers -- \$94,527 Music Teacher -- \$86258
Source	N/A	N/A	S/C Funds
Budget Reference	N/A	N/A	1000/3000

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase student achievement and close achievement gaps for high needs students, the district will provide highly-qualified, excellent teachers by paying salaries that are competitive with surrounding districts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,123,185
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	1000/3000

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase achievement and close achievement gaps, the district will provide all students with a diverse, equitable educational experience by providing transportation to grade-span schools in which all students in the district's attendance area participate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$115,258
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	5000

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

Unchanged

Goal 2

CESD staff will share DASHBOARD performance indicator data and a narrative of progress made or completed state’s reflection tool with the board and stakeholders, in addition to the SARCs as they relate to demonstrating Implementation of Academic Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 6

Local Priorities:

Identified Need:

Gather input from staff to better inform instructional supports that are needed to address meeting academic standards
Gather information to monitor effectiveness and improve efforts in reaching CAASPP goals, reducing suspension rates and improve English Learner progress

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Progress All Students	CAASPP ELA 40.9 from Level 3 target	30 from Level 3 target	20 from Level 3 target	CAASPP ELA 38 from Level 3 target
CAASPP Math Progress All Students	CAASPP Math 76.7 from Level 3 target	65 from Level 3 target	42 from Level 3 target	CAASPP Math 74 from Level 3 target
Suspension Progress All Students	Suspension rate 7.6% Suspension Rate	6.1% Suspension Rate	4.6% Suspension Rate	68% of students who increased at least 1 level or who were reclassified
EL Progress Rate Reclassification Rate	64% of students who increased at least 1 level or who were reclassified	68% of students who increased at least 1 level or who were reclassified	72% of students who increased at least 1 level or who were reclassified	68% of students who increased at least 1 level or who were reclassified
ALL Site SARCS	Completed SARC Documents	Completed Documents	Completed Documents	Completed SARC Documents

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Data will be collected and shared with stakeholders
EADMS Contract (CAASPP and Local Assessment)
Warehouse

Data will be collected and shared with stakeholders
EADMS Contract (CAASPP and Local Assessment)
Warehouse

Data will be collected and shared with stakeholders
IO Assessment Contract (CAASPP and Local Assessment)
Warehouse

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6733.00
Source	30100 Title I	30100 Title I	30100 Title 1
Budget Reference	5800	5800	5800

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SARCs will be completed and shared with stakeholders

SARCs will be completed and shared with stakeholders

SARCs will be completed and shared with stakeholders

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase achievement and close achievement gaps for our high needs students, the district will reduce the number of students in classrooms with high concentrations of students identified as English learners, low income or foster youth students. This will be done through investments in facilities and infrastructure improvements. The addition of portable classrooms will help us to maintain significantly lower rosters within upper grades classrooms, benefiting our high needs students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,900,000
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	5700/6000

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

Unchanged

Goal 3

Seek parent/community input in decision making as demonstrated through parent survey results, as well as, increase parent sign-in at Family Nights.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

Gathering parent input for goal setting and decision making.
Parent surveys indicated a desire to have Common Core activities better explained.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Parent surveys noted they felt included in decision making # of Parent Sign-Ins at Family nights # of Parent Sign-Ins at SSC # of Parent Sign-Ins at ELAC/DELAC	Will be gathered in 2017-2018 School Year 449 Parent Sign-ins 96 Parent Sign-ins 45 Parent Sign-ins	80% 500 Parent Sign-ins 120 Parent Sign-ins 75 Parent Sign-ins	85% 550 Parent Sign-ins 135 Parent Sign-ins 100 Parent Sign-ins	85% will feel included in decision making 600 Parent Sign-ins 135 Parent Sign-ins 100 Parent Sign-ins
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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

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Communicate Common Core instructional practices through handouts, conversations and activities at Back to School, Open House, Teacher Conferences, site specific events and Family Nights. Child care (1K), materials (2K), blue sheet (1K), food (2K)

Create a Family Night Team to carry out the evening events allowing content leads more time to develop content and instructional strategies at each grade level.

Create a Family Night Team to carry out the evening events allowing content leads more time to develop content and instructional strategies at each grade level.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$6,500	\$8K / \$1K / \$1K / \$1K / \$2K Team blue sheet / Teacher blue sheet / Raffle and materials / Child care / Food	\$8K / \$1K / \$1K / \$1K / \$2K Team blue sheet / Teacher blue sheet / Raffle and materials / Child care / Food
Source	30100 Title I	30100 Title I	30100 Title I
Budget Reference	1000/3000/4000	1190 / 1190 / 4300 / 1285 / 4335	1190 / 1190 / 4300 / 1285 / 4335

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

Family ELA/ Math Night
 Interpreters communicate Family Nights activities to EL parents, support family engagement in evening events.
 Interpreters (1K)

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

Unchanged

2018-19 Actions/Services

Family ELA/ Math Night
 Interpreters communicate Family Nights activities to EL parents, support family engagement in evening events.
 Interpreters (1K)

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

Unchanged

2019-20 Actions/Services

Family ELA/ Math Night
 Interpreters communicate Family Nights activities to EL parents, support family engagement in evening events.
 Interpreters (1K)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	30100 Title I	30100 Title I	30100 Title I
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

English classes for Families
EL and Migrant families (3K)

Childcare for Community Partnership
(Merced College) English classes for
Families
EL and Migrant families (5K)

Childcare for Community Partnership
(Merced College) English classes for
Families
EL and Migrant families (5K)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$5000	\$5000
Source	30100 Title I	30100 Title I	30100 Title I
Budget Reference	1000 / 3000	1000/3000	1000/3000

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement Parent Suggestions:
 Consistent Meeting Dates
 Survey for ongoing input at Family Nights
 Online Access to Information

Implement Parent Suggestions:
 Consistent Meeting Dates
 Survey for ongoing input at Family Nights
 Online Access to Information

Implement Parent Suggestions:
 Consistent Meeting Dates
 Survey for ongoing input at Family Nights
 Online Access to Information

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve communication and trainings for parents regarding access avenues for input and promote parent participation in programs for individuals with exceptional needs

Improve communication and trainings for parents regarding access avenues for input and promote parent participation in programs for individuals with exceptional needs

Improve communication and trainings for parents regarding access avenues for input and promote parent participation in programs for individuals with exceptional needs. Hire Behavior Health Specialist

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$106,163

Source	N/A	N/A	Title VI Part B / General Resource 41260 / 00000
Budget Reference	N/A	N/A	1000, 3000

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct Parent Survey

Conduct Parent Survey

Conduct Parent Survey every other year
(2018-2019, 2020-2021, 2022-2023)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

LCAP Steering Committee - Representatives of staff, admin and parents who share, discuss and analyze data / information, as well as, gather input from their site counterparts, to inform and develop our district's LCAP. They meet 6-7 times each year.

2018-19 Actions/Services

LCAP Steering Committee - Representatives of staff, admin and parents who share, discuss and analyze data / information, as well as, gather input from their site counterparts, to inform and develop our district's LCAP. They meet 6-7 times each year.

2019-20 Actions/Services

LCAP Steering Committee - Representatives of staff, admin and parents who share, discuss and analyze data / information, as well as, gather input from their site counterparts, to inform and develop our district's LCAP. They meet 6-7 times each year.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$3,150

\$3,150

\$3,150

Source

07393
LCFF

07393
LCFF

07393
LCFF

Budget Reference

1000 / 3000

1000 / 3000

1000 / 3000

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

Unchanged

Goal 4

ALL students will gain in ELA and Math mean scaled scores and advance towards green on the state’s Dashboard Performance Indicator.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

CESD students score below the CAASPP level 3 target in all subgroups
District survey data indicates a continued need for professional development in reading, writing, mathematics, technology, science and cooperative structures

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Mean Scale Score All Students	40.9 from Level 3 target 76.7 from Level 3 target	30 from Level 3 target 65 from Level 3 target	20 from Level 3 target 42 from Level 3 target	ELA Mean CAASPP ALL 45 from Level 3 target

Math Mean Scale Score All Students	58 from Level 3 target	43 from Level 3 target	20 from Level 3 target	Math Mean CAASPP ALL 70 from Level 3 target
ELA Mean Scale Score EL Student	91.8 from Level 3 target	75 from Level 3 target	52 from Level 3 target	ELA Mean CAASPP EL 60 from Level 3 target
Math Mean Scale Score EL Student	125.8 from Level 3 target	110.8 from Level 3 target	95.8 from Level 3 target	Math Mean CAASPP EL 85 from Level 3 target
Math Mean Scale Score EL Student	159.1 from Level 3 target	140.1 from Level 3 target	125.1 from Level 3 target	ELA Mean CAASPP SpEd 125 from Level 3 target
ELA Mean Scale Score SpEd Students	64% of students increased at least 1 level or who were reclassified	68% of students increased at least 1 level or who were reclassified	72% of students who increased at least 1 level or who were reclassified	Math Mean CAASPP SpEd 150 from Level 3 target
Math Mean Scale Score SpEd Students			100% of students will receive standards-based instruction.	75 % of EL students increased at least 1 level or who were reclassified
EL Progress Rate / Reclassification Rate				100% of students will receive standards-based instruction.
All students will receive standards based instruction.				

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Math – Train staff on Bridges and CPM

Math – Coach staff in Bridges and CPM /

Math – Coach staff in Bridges and CPM /

materials using CGI strategies with coaching support w/ mileage

New Science

New Science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120K Co / \$9K Bridges / 2K CPM	\$109K Coach / \$27K in Bridges / \$2K CPM and Science Standards related materials	\$109K Coach / \$27K in Bridges / \$2K CPM and Science Standards related materials
Source	00150 / 07156 / 07156 LCFF / LCFF / LCFF	00150 / 40350 LCFF / Title II	00150 / 40350 LCFF / Title II
Budget Reference	1000 / 3000 / 5000	1000 / 3000 / 4300	1000 / 3000 / 4300

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Revamp writing instruction – New Lucy Calkins’ Units of Study Materials – Implement use of Units of Study Rubrics

2018-19 Actions/Services

Maintain writing instruction – New Lucy Calkins’ Units of Study Materials Training in Sonoma and New York – Implement use of Units of Study Rubrics

2019-20 Actions/Services

Maintain writing instruction – Professional development

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$17,000

\$23,000

\$40,000

Source

07393
LCFF

41260
Rural Schools

41260 Title VI Rural Schools

Budget Reference

1000 / 3000

1000 / 3000 / 4000

1000/3000/4000

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide embedded day trainings for all staff in instructional strategies

Provide embedded day trainings for all staff in instructional strategies

Provide embedded day trainings for all staff in instructional strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,334 / \$39,450 / \$18,400	\$30,000	\$30,000
Source	07393 / 40350 / 62640 LCFF / Title II / Rural Schools	30100 / 07393 Title I / LCFF	30100 / 07393 Title I / LCFF
Budget Reference	1000 / 3000	1000 / 3000 / 4000	1000 / 3000 / 4000

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELA Coach - Continue Guided Reading and Literature Circle Trainings with EL embedded content, yearlong and summer training

ELA Coach - Continue Guided Reading and Literature Circle Trainings with EL embedded content, yearlong and summer training

ELA Coach - Continue Guided Reading and Literature Circle Trainings with EL embedded content, yearlong and summer training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$103K Coach / \$3K Summer Coach / \$17K Teachers	\$103K Coach / \$3K Summer Coach / \$17K Teachers	\$103K Coach / \$3K Summer Coach / \$17K Teachers
Source	30100 / 07393 Title I / LCFF	30100 / 07393 Title I / LCFF	30100 / 07393 Title I / LCFF
Budget Reference	1000 / 3000 / 4000	1000 / 3000 / 4000	1000 / 3000 / 4000

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Provide instructional trainings outside of workday - Provide Blue sheet time (Leadership, Supersub Days, Coaching support)

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

Modified

2018-19 Actions/Services

Provide instructional trainings outside of workday - Provide Blue sheet time (Leadership for Certificated, Classified and Administrative, Supersub Days, Coaching support)

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

Unchanged

2019-20 Actions/Services

Provide instructional trainings outside of workday - Provide Blue sheet time (Leadership for Certificated, Classified and Administrative, Supersub Days, Coaching support)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000 / \$20,518	\$8K / \$11K / \$15K	\$8K / \$11K / \$15K
Source	07393 / 62640 LCFF / Rural Schools	07393 / 30100 / 41260 LCFF / Title I / Rural School	07393 / 30100 / 41260 LCFF / Title I / Rural School
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

Specific Grade spans, 6-8

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Migrant, EL targeted support for College and Career Ready

Migrant, EL targeted support for College and Career Ready

Migrant, EL targeted support for College and Career Ready

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	30600 Title III	30600 Title III	30600 Title III
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Moved to Goal 4, Action #13

Moved to Goal 4, Action #13

Moved to Goal 4, Action #13

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Source

N/A

N/A

N/A

Budget Reference

N/A

N/A

N/A

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Summer School Academy (Pre K – 8) –
priority given to EL and Migrant – Staffing,
Materials and Field Trip

Summer School Academy (Pre K – 8) –
priority given to EL and Migrant – Staffing,
Materials and Field Trip

Summer School Academy (Pre K – 8) –
priority given to EL and Migrant – Staffing,
Materials and Field Trip

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000 / \$8,000	\$26,000 / \$8,000	\$26,000 / \$8,000
Source	30600 / 30100 Migrant / Title I	30600 / 30100 Migrant / Title I	30600 / 30100 Migrant / Title I
Budget Reference	1000 / 2000 / 3000 / 4000 / 5000	1000 / 2000 / 3000 / 4000 / 5000	1000 / 2000 / 3000 / 4000 / 5000

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Intervention / GATE / Before, During and After School

Intervention / GATE / Before, During and After School /Bussing

Intervention / GATE / Before, During and After School /Bussing

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$29,363 / \$24,500 / \$13,000

\$29,363 / \$24,500 / \$13,000 / \$5,924

\$29,363 / \$24,500 / \$13,000 / \$5,924

Source

07393 / 30600 / 07140
LCFF / Migrant / LCFF

07393 / 30600 / 07140 / 0000
LCFF / Migrant / LCFF / General Funds

07393 / 30600 / 07140 / 0000
LCFF / Migrant / LCFF / General Funds

Budget Reference

1000 / 3000 / 4000

1000 / 3000 / 4000

1000 / 3000 / 4000

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

EL Specific Intervention Before and After
School and College Visit

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

Modified

2018-19 Actions/Services

Add Aide at Stephens (TK - Kindergarten
site) for EL Intervention

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

Unchanged

2019-20 Actions/Services

Add Aide at Stephens (TK - Kindergarten
site) for EL Intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000 / \$10,100	\$3,500 / \$3,500	\$3,500 / \$3,500
Source	30600 / 42030 Migrant / Title III	42030 / 07090 Title III / LCFF	42030 / 07090 Title III / LCFF
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #11

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELPAC Testing support -subs

ELPAC Testing support -subs

ELPAC Testing support -subs

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$10,000

\$12,500

\$12,500

Source

07090
LCFF

07090
LCFF

07090
LCFF

Budget Reference

1000 / 3000

1000 / 3000

1000 / 3000

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CGI Contract – Fresno State staff provide CGI support .

CGI Contract – Fresno State staff provide CGI support

CGI Contract Not Needed

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$10,000

\$5000

0

Source

07393
LCFF

07393
LCFF

N/A

Budget Reference

5800

5800

N/A

Action #13

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New Teacher CGI and Cooperative
Structure Training
Science/Tech Coach – train/support
Common Core

New Teacher CGI and Cooperative
Structure Training
Science/Tech Coach – train/support
Common Core

New Teacher CGI and Cooperative
Structure Training
Science/Tech Coach – train/support
Common Core

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$116,000 / 10,000 / \$5,500	\$109,000 / \$9,000 / \$5,500	\$109,000 / \$9,000 / \$5,500
Source	00150 / 07090 / 07090 LCFF / LCFF / LCFF	00150 / 07090 / 07090 LCFF / LCFF / LCFF	00150 / 07090 / 07090 LCFF / LCFF / LCFF
Budget Reference	1000 / 3000 / 5200	1000 / 3000 / 5200	1000 / 3000 / 5200

Action #14

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

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

SpEd/Math Coach – train/support SpEd staff in Common Core and good first teaching strategies
Add Preschool SDC

2018-19 Actions/Services

SpEd/Math Coach – train/support SpEd staff in Common Core and good first teaching strategies
Add Preschool SDC
Train new staff during summer in mathematics instruction

2019-20 Actions/Services

SpEd/Math Coach – train/support SpEd staff in Common Core and good first teaching strategies
Add Preschool SDC
Train new staff during summer in mathematics instruction

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$116,500 / \$78,326

\$118,000 / \$78,326

\$118,000 / \$78,326

Source	00000,00150 / 65000 General, LCFF / Special Education	00000,00150 / 65000 LCFF / Special Education	00000,00150 / 65000 LCFF / Special Education
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #15

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

Unchanged	New	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	<p>Came as item discussed through LCAP Steering committee. not in plan for 2017-2018 originally</p> <p>Embed use of SBAC Interim Assessments in ELA and MATH at all grade levels - Training</p>	<p>Came as item discussed through LCAP Steering committee. not in plan for 2017-2018 originally</p> <p>Embed use of SBAC Interim Assessments in ELA and MATH at all grade levels - Training</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$2500	\$2500
Source	N/A	30100 Title I	30100 Title I
Budget Reference	N/A	1000 / 3000	1000 / 3000

Action #16

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Reagan, Fairmead, Wilson

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase student achievement high needs students and close achievement gaps, the district will hire additional 4-8 grades teachers to maintain lower class sizes in those grade levels, and in math and ELA classes at the middle school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$792992
Source	N/A	N/A	S/C
Budget Reference	N/A	N/A	1000/3000

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

Unchanged

Goal 5

In the current school year, all staff will participate in content rich instructional strategy trainings to increase student engagement in addition to counseling and psychological support, as measured by increased attendance and reduced percentage of chronic absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Identified Need:

Families and staff requested additional counseling support be provided.
Increase in students referred for Special Education testing and students on IEPs requires additional psychologist support.
Percentage of students “chronically absent” needs to be reduced.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Attendance	95.65	95.85	96	Attendance Rate 96.15
Chronic Absenteeism	16.2%	16%	15.8%	Chronic Absenteeism Rate 15.5%
Middle School Dropout	<.15%	<.15%	<.15%	Middle School Dropout Rate <.15%

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Unchanged

2017-18 Actions/Services

Attendance Incentives

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

Unchanged

2018-19 Actions/Services

Attendance Incentives

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

Unchanged

2019-20 Actions/Services

Attendance Incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	30100 Title I	30100 Title I	30100 Title I
Budget Reference	4000	4000	4000

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CARE – Blue sheet overtime for CARE materials development, EL Content centered instruction

CARE – Blue sheet overtime for CARE materials development, EL Content centered instruction

CARE – Blue sheet overtime for CARE materials development, EL Content centered instruction

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$7,200

\$7,200

\$7,200

Source	07393 LCFF	07393 LCFF	07393 LCFF
Budget Reference	1000 / 3000	1000 / 3000	1000 / 3000

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Big Brothers, Big Sisters (CUHS students partner with CESD students) / Homeless Support

Big Brothers, Big Sisters (CUHS students partner with CESD students) / Homeless Support

Big Brothers, Big Sisters (CUHS students partner with CESD students) / Homeless Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000 / \$2,000	\$10,000 / \$2,000	\$10,000 / \$2,000
Source	00125 / 30100 One Time Mandated \$ / Title I	00125 / 30100 One Time Mandated \$ / Title I	00125 / 30100 One Time Mandated \$ / Title I
Budget Reference	1000 / 3000 / 4000 / 5000	1000 / 3000 / 4000 / 5000	1000 / 3000 / 4000 / 5000

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increased Counseling and Psychologist Support

Increased Counseling and Psychologist Support

Increased Counseling and Psychologist Support

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$116,782 / \$107,366 / \$35,236

\$116,782 / \$107,366 / \$35,236

\$116,782 / \$107,366 / \$35,236

Source

11000 / 11000,65000 / 65000
Special Education

11000 / 11000,65000 / 65000
Special Education

11000 / 11000,65000 / 65000
Special Education

Budget Reference

1000 / 3000

1000 / 3000

1000 / 3000

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Came as a result of 2017-2018 LCAP Steering Committee conversations

Came as a result of 2017-2018 LCAP Steering Committee conversations

Increase student engagement in content through the use of technology

Increase student engagement in content through the use of technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$275,000	\$275,000
Source	N/A	30100 / 00150 / 07090 / 07393 / 40350 / 00000 Title I / LCFF / LCFF / LCFF / Title II / General Fund	30100 / 00150 / 07090 / 07393 / 40350 / 00000 Title I / LCFF / LCFF / LCFF / Title II / General Fund
Budget Reference	4000	4000	4000

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, 3-6

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In order to increase achievement and close achievement gaps, the district will provide teachers additional, balanced planning time by hiring an additional P.E. Specialist.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$94,548

Source

N/A	N/A	S/C
-----	-----	-----

Budget Reference

N/A	N/A	1000/3000
-----	-----	-----------

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

Unchanged

Goal 6

Reduce the % of suspensions as reported on the 2017-2018 Performance Indicator.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

Families need help to effectively communicate with their children.
The district suspension rate needs to decrease.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

State's Suspension Performance Indicator	7.6%	6.1%	4.5%	State Suspension Rate 3.0%
Expulsion Rate	<.04%	<.03%	<.02%	Expulsion Rate <.02%

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parenting Classes through Madera Community Action Partnership

Parenting Classes through local non-profit

Parenting Classes through local non-profit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	00125 One Time Mandated Cost \$	00125 One Time Mandated Cost \$	00125 One Time Mandated Cost \$
Budget Reference	5800	5800	5800

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Principal Luncheon – Targeted behavior issue
students have lunch with next year’s site admin

Principal Luncheon – Targeted behavior issue
students have lunch with next year’s site admin

Principal Luncheon – Targeted behavior issue
students have lunch with next year’s site admin

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000	\$1,000	\$1,000
Source	30100 Title I	30100 Title I	30100 Title I
Budget Reference	4000	4000	4000

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Counseling and Psychologist Support and maintain reduced class size

Counseling and Psychologist Support and maintain reduced class size
Add PECS Training (Picture Exchange System)

Counseling and Psychologist Support and maintain reduced class size
Add PECS Training (Picture Exchange System)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Already Listed Goal 5 action 4 / \$ 253,961(Maintain Reduced Class Size)

\$15K

\$15K

Source

N/A / 00000
N/A / General fund

40350
Title II

40350
Title II

Budget Reference

N/A / 1000 / 3000

1000 / 3000 / 4300

1000 / 3000 / 4300

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

2017-18 Actions/Services

N/A

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

New

2018-19 Actions/Services

Staff training on incident/suspension data into Aeries

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

Unchanged

2019-20 Actions/Services

Staff training on incident/suspension data into Aeries

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

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

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Mindfulness training to address ACEs (Adverse Childhood Experiences) in combination with Kaiser Hospital

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$40,000

Source

N/A

N/A

41270 Title IV, Part A

Budget Reference

N/A

N/A

5800/4300

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

Unchanged

Goal 7

In the 2017-2018 school year, all Reading Intervention students will make measurable growth in reading as measured by the site's increase in average running record level (K-6) and iReady scores in grades 7-8). There will be an increase the percentage of intervention students reading within 6 months of grade level by 10% each year until the target of 100% of students have met this goal.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities: Percentage of intervention students reading within 6 months of grade level.

Identified Need:

District reading assessments show the need for reading interventions at each site

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

% of Stephens Intervention Students within 6 months	90%	93%	97%	Stephens 75%
	58%	75%	90%	Fuller 75%
% of Fuller Intervention Students within 6 months	70%	80%	90%	Reagan 75%
	20%	40%	60%	Fairmead 70%
% of Reagan Intervention Students within 6 months	23%	30%	40%	Wilson 65%
% Fairmead Intervention Students within 6 months				
% Wilson Intervention Students on track to matriculate to the HS				

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Staffing and material support for Reading

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

Unchanged

2018-19 Actions/Services

Staffing and material support for Reading

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

Unchanged

2019-20 Actions/Services

Staffing and material support for Reading

Lab at all K-6 sites and ELA intervention
at Wilson Middle School

Lab at all K-6 sites and ELA intervention
at Wilson Middle School

Lab at all K-6 sites and ELA intervention
at Wilson Middle School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,120 / \$125,196 / \$35,545 / \$117,242 / \$15,424 / \$92,278 / \$1,800	\$33,120 / \$125,196 / \$35,545 / \$117,242 / \$15,424 / \$92,278 / \$1,800	\$33,120 / \$125,196 / \$35,545 / \$117,242 / \$15,424 / \$92,278 / \$1,800
Source	00150 / 07090 / 07395 / 42030 / 00000 / 07156 LCFF / LCFF / LCFF / Title III / General Fund / LCFF	00150 / 07090 / 07395 / 42030 / 00000 / 07156 LCFF / LCFF / LCFF / Title III / General Fund / LCFF	00150 / 07090 / 07395 / 42030 / 00000 / 07156 LCFF / LCFF / LCFF / Title III / General Fund / LCFF
Budget Reference	1000 / 3000 . / 4000	1000 / 3000 . / 4000	1000 / 3000 . / 4000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports

ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports

ELA Coach to support staff in good first teaching, Reading Lab protocols, Guided Reading and Lit Circle practices with ELD supports

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Already Listed

Already Listed

Already Listed

Source

30100
Title I

30100
Title I

30100
Title I

Budget Reference

1000 / 3000

1000 / 3000

1000 / 3000

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Data Analysis support and Technical Assistance for improving reading support to struggling student

Data Analysis support and Technical Assistance for improving reading support to struggling student

Data Analysis support and Technical Assistance for improving reading support to struggling student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #4

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

Students to be Served

Specific Student Groups, English Learners

Location(s)

Specific Grade spans, Grades 3-6

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Planning for High School EL support tutors for Fairmead and Reagan students needing additional reading intervention. High School EL students will meet with Fairmead students each Thursday am for reading support. Additional High School EL students will tutor Reagan EL students in reading during two afternoon intervention sessions offered 2 days a week throughout the year for a period of 7-8 weeks each time. Students will be trained in reading comprehension and summarizing techniques which they will teach to the students with whom they are paired.

Implement High School EL students meeting with Fairmead students each Thursday am for reading support. Additional High School EL students will tutor Reagan EL students in reading during two afternoon intervention sessions offered 2 days a week throughout the year for a period of 7-8 weeks each time. Students will be trained in reading comprehension and summarizing techniques which they will teach to the students with whom they are paired

Implement High School EL students meeting with Fairmead students each Thursday am for reading support. Additional High School EL students will tutor Reagan EL students in reading during two afternoon intervention sessions offered 2 days a week throughout the year for a period of 7-8 weeks each time. Students will be trained in reading comprehension and summarizing techniques which they will teach to the students with whom they are paired

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$5000	\$5000
Source	N/A	42030 Title III	42030 Title III
Budget Reference	N/A	4000	4000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$2,501,403

Percentage to Increase or Improve Services

14.01%

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.

Funding for each of the goals is spent to meet the needs of all students as the percentage of students meeting criteria for free and reduced lunch includes most all students. The percentage of unduplicated students grows as students of the EL, Hispanic and Special Education subgroups are added, equaling 81.29%. CESD operates five grade level specific schools.

Stephens: all non-SDC District TK-K
Fuller: SDC Pre K-TK-K and all students in Grades 1-2
Reagan: Grades 3-4
Fairmead: Grade 5-6
Wilson Middle: Grades 7-8

The actions for Goal 1 include:

Cleaner Safer Campus – LEA-wide basis improvement to campus security and cleanliness through improved surveillance, access fortification, Williams compliance items and maintenance
Safety Plan – Revise site plans with staff, SSC/ELAC and Family Club input. Meet in March with Community Fire, Police and other involved community organizations for final review and revisions
Updated Facilities – Site improvements to improve student access and use of facilities
Assign Teachers Appropriately – Assign teachers appropriately through review of credentialing documents
Enroll Students in Broad Course of Study – Ensure enrollment in Broad Course of Study for ALL students – Master schedule review
Add 7th period to Wilson Master Schedule to increase elective offerings for all students and to decrease the students in each classroom.
Begin Social Science materials adoption process.

The actions for Goal 2 include:

Funding our data warehouse used to house all benchmark assessments along with student demographics required to analyze our data points.
Review DASHBOARD Indicator data points and share with LCAP Steering Committee, CESD Board and all staff.
Develop and share SARCs with LCAP Steering Committee, CESD Board and all staff.
Discuss ramifications for LCAP goals, specifically CAASPP ELA and Math Performance, suspension rates and EL Progress on CELDT/ELPAC
The analysis of data took into account the need to closely examine the results particularly of our unduplicated students. We found that all subgroups but one made great progress, The Special Ed subgroup actually lost ground. Surprising to us was the finding that while our EL subgroup outperformed their county and state peers at many grade levels, they are outpaced by our other subgroups who do not exceed their county and state counterparts.
This data was shared with all stakeholders including the CESD School Board.

Actions Principally Targeting Unduplicated Students in Goals 3 through 7 include:

Nearly 85% of our students meet criteria as Low SocEc. Therefore, all funds are being expended on a district wide basis while also principally targeting unduplicated students as noted in:

Goal # 3 Step # 4 pg 39
Goal # 4 Step # 1 pg 44
Goal # 4 Step # 2 pg 45
Goal # 4 Step # 4 pg 47
Goal # 4 Step # 6 pg 49
Goal # 4 Step # 7 pg 50

Goal # 4 Step # 8 pg 51

Goal # 4 Step # 10 pg 53

Goal # 4 Step # 11 pg 54

Goal # 5 Step # 2 pg 60

Goal # 7 Step # 1 pg 68

Goal # 7 Step # 3 pg 70

The actions for Goal 3 include:

Parent contact to share information regarding the Common Core

Family Nights to provide parent access to instructional practices to support success in understanding and mastering Common Core Standards

English classes for English Learner parents

Gather input regarding parent engagement

Maintain trainings for parents in duty requirements for District and Site English Learner Committee, LCAP Steering Committee, as well as, School Site Council

A concerted effort to increase parent input and involvement is in its third year of implementation. Parents are attending normally scheduled events such as Back to School Night, Open House, SSC and ELAC in larger numbers than had occurred previously. The largest success has been the implementation of CC Family Math Nights (1 per site each year) and CC Family ELA Nights (also 1 per site per year). The addition of these evening events, which include parents working through content specific activities with their children, have grown from 8 families attending on a given night to over 100 families on various sites. The feedback received from our parents is extremely positive, and staff feel they are seeing an increase in the support coming from home as a result of the Family Nights.

The actions for Goal 4 include:

Well-trained coaches insure “Good First Teaching” across the district supporting a progression of instruction, through quality, aligned, professional development.

The Special Education /Math Coach supports implementation of rigorous, common core aligned lessons in all SDC classrooms and though the RSP staff using the instructional strategies pervasive across the district. In reading, writing and mathematics the focus is on discovering student strengths and using

those strengths to support the advancement of the child’s skillset. Not only does the child’s academic achievement and self-confidence rise, but the child is able to mainstream into classrooms using those same strategies.

The Science/Tech Coach supports STEM activities which serve to broaden the engagement of all students, but perhaps mostly our EL and Special

Needs students. Hands on activities provide an increased access to content for students struggling with language. The ability to hold and point to realia while asking questions provides additional hooks for children to mentally file information. Tech support provides teachers and students with additional tools to increase access to content by expanding the bounds of what students see and hear.

ELA and Math Coaches support content specific instructional strategy support to all staff. The Math coach focuses on Cognitively Guided Instruction (CGI) support in addition to leading the recent Math textbook adoption process. Bridges in Mathematics (K-5) and College Preparatory Math (CPM 6-8) will begin implementation this year. The ELA coach focuses on Guided Reading and Literature Circle instruction, in addition to, Units of Study – Writing (Lucy Calkins) Trainings

Professional development is offered in a tiered approach to insure the building of capacity while delivering content and improving instructional practices. Trainings involve grade level staff working with coaches to create and deliver workshops around targeted content embedded within the school day to insure all staff are trained. Grade level leads also attend Supersub days to plan the trainings and Leadership trainings to improve their training and coaching roles.

Staff have chosen Reading, Writing Math, Tech and Cooperative Structures to be priorities addressed over the past 5 years. Sites select which area will be the focus for PD on their site during any given year. As the student data in the chosen area rises sufficiently, a site chooses a new area to focus on.

Migrant staffing supports the Migrant and EL students in understanding A-G requirements for High School and career options while helping students organize and complete assignments for general education coursework.

Remedial, enrichment and English learner coursework for advanced learning opportunities.

The actions for Goal 5 include:

Again, as a result of our grade level configuration and high percent of Low SocEc students, funding is spent to improve programs across the district. CSED agrees with research to systematize services. We are expanding our already effective process to reduce absences through the addition of increased counseling and psychologist supports.

Currently, we increased student engagement through the regular use of cooperative structures during lessons to impart content and increase engagement.

Content Accessed through Repeated Exposure (CARE – Project GLAD like structures) thematic units use EL researched techniques to expand access to content through increased comprehensible input.

Attendance Incentives are used to raise attendance. Last year we rose from 95.1% to 95.89%

This year increased access to counseling and a psychologist are being added.

Big Brother, Big Sister program being implemented through Madera County Community Action Committee and Chowchilla Union High School

The actions for Goal 6 include:

CSED agrees with research to systematize services such as the supports for our students who typically find themselves nearing suspension and expulsion. In an effort to better meet the needs of these students, we have put three increased or additional services in play.

Parenting classes for parents of students struggling to adhere to school protocols

Increased access to counseling and a psychologist

Maintain staffing to eliminate combination grade level classes and keep student teacher ratio under 24:1 in K-3 and 32:1 in grades 4-8

A luncheon at the end of each year to bring struggling students together with site administration and mentors to end on a positive note and to build relationships towards a better upcoming year

The actions for goal 7 include:

CSED agrees with research to systematize services such as the supports for our struggling readers (reading at a level more 6 months behind their grade level peers). In an effort to better meets the needs of these students, we have put three supports in place.

Staff and materials are provided to insure reading labs on all K-6 campuses and reading support classes on the JH campus.

The ELA coach works with site staff to improve instructional strategies, embed ELD supports, assessment and monitoring of student progress

Data analysis and troubleshooting support is given by the ELA Coach, Assistant Superintendent and contracted providers to adjust to the analysis findings and improve the delivery model.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$5,037,052

Percentage to Increase or Improve Services

29.84%

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.

Funding for each of the goals is spent to meet the needs of all students as the percentage of students meeting criteria for free and reduced lunch includes most all students. The percentage of unduplicated students has grown from 81.29% last year to 82.61%. CESD uses research based thinking that systematizing services wherever possible is most effective.

The actions for Goal 1:

- Cleaner Safer Campus – LEA-wide improved surveillance, access fortification, Williams compliance items and maintenance
- Build Multi-purpose rooms for Wilson and Fuller
- Safety Plan – Input from SSC/ELAC and Family Club, Community Fire, Police
- Updated Facilities / Transportation – Improve student transportation, access and use of facilities
- Assign Teachers Appropriately – review of credentialing documents
- Enroll Students in Broad Course of Study – Ensure Broad Course of Study- Master schedule review
- Maintain 7th period to Wilson- increase elective offerings and decrease the students in each classroom.

Goal 2:

- Data warehouse - house students data for staff access and analysis
- Review DASHBOARD Indicator data points -LCAP Steering Committee, CESD Board and all staff.
- Develop and share SARCs with LCAP Steering Committee, CESD Board and all staff.
- Discuss ramifications for LCAP goals, specifically CAASPP ELA and Math Performance, suspension rates and EL Progress on CELDT/ELPAC
- Focused analysis of data for unduplicated students. Students in 5th and 6th grades lost ground in ELA in all subgroups.

Actions Principally Targeting Unduplicated Students in Goals 3 through 7 include:

Nearly 85% of our students meet criteria as Low SocEc. Therefore, all funds are being expended on a district wide basis while also principally targeting unduplicated students as noted in:

- Goal # 3 Action # 2 page 68
- Goal # 3 Action # 3 page 69
- Goal # 4 Action # 1 page 80

- Goal # 4 Action # 2 page 82
- Goal # 4 Action # 4 page 84
- Goal # 4 Action # 6 page 87
- Goal # 4 Action # 7 page 89
- Goal # 4 Action # 8 page 91
- Goal # 4 Action # 10 page 93
- Goal # 4 Action # 11 page 95
- Goal # 4 Action # 14 page 101
- Goal # 5 Action # 2 page 107
- Goal # 7 Action # 1 page 123
- Goal # 7 Action # 3 page 126
- Goal # 7 Action # 3 page 12

Goal 3 :

- Parent contact to share information regarding the Common Core
- Family Nights to provide parents with better understanding of Common core and activities to engage students at home
- English classes for English Learner parents
- Gather input regarding parent engagement
- Maintain trainings for parents in duty requirements for District and Site English Learner Committee, LCAP Steering Committee, as well as, School Site Council

Parent attendance is up for events such as Back to School Night, Open House, SSC and ELAC. The greatest increase is found at CC Family Math Nights and CC Family ELA Nights (1 of each per site per year). The addition of these evening events, which include parents working through content specific activities with their children, have grown from 8 families attending on a given night to over 100 families on various sites. The feedback received from our parents is extremely positive, and staff feel they are seeing an increase in the support coming from home as a result of the Family Nights.

Goal 4:

Well-trained coaches insure “Good First Teaching” across the district supporting a progression of instruction, through quality, aligned, professional development.

- ELA and Math Coaches support content specific instructional strategy support to all staff. The Math coach supports Cognitively Guided Instruction (CGI) and Math textbook adoption process. The ELA coach focuses on Guided Reading and Literature Circle instruction, in addition to, Units of Study – Writing (Lucy Calkins) Trainings
- Professional development is offered in a tiered approach to insure the building of capacity while delivering content and improving instructional practices. Trainings involve grade level leads working with coaches to create and deliver workshops, Supersub days to plan the trainings and Leadership workshops to improve their training and coaching roles.
- Migrant staffing supports the Migrant and EL students in understanding A-G requirements for High School and career options.
- Remedial, enrichment and English learner coursework for advanced learning opportunities
- Staff have chosen Reading, Writing Math, Tech and Cooperative Structures to be priorities addressed over the past 6 years. Sites select which area will be the focus for PD on their site during any given year based on students work samples and staff needs.
- Summer Academy is offered to supply students with extended year learning while providing lab setting professional development offerings
- ELPAC training is provided to gather needed information regarding the English proficiency of our students.
- English learner coursework for advanced learning opportunities
- The Science/Tech Coach supports STEM activities which serve to broaden the engagement of all students, particularly our EL and Special Needs students. Tech support provides teachers and students with tools to increase access to content. Specific new teacher trainings are offered to start our beginning staff off on the right foot.
- The Special Education /Math Coach supports district adopted instructional practices in all SDC classrooms and through the RSP staff. Student academic achievement and self-confidence rises, as does the ability mainstream into classrooms using those same strategies. Support of knowledgeable CSUFresno staff is utilized. Expanding the SDC classroom option to Preschool is in high demand.
- Become proficient in the use of the SBAC Interim Assessments

Goal 5 :

CSED agrees with research to systematize services. We are expanding our already effective process to reduce absences through the addition of increased counseling and psychologist supports.

- Attendance Incentives Last year we rose from 95.89% to 96.06%
- Content Accessed through Repeated Exposure (CARE – Project GLAD like structures) thematic units use EL researched techniques to expand access to content through increased comprehensible input.
- Big Brother, Big Sister program with help from Chowchilla Union High School
- Increased access to counseling and a psychologist
- Increased student engagement through cooperative structures
- Increased access to technology

Goal 6:

Systematize services for our students who typically find themselves nearing suspension and expulsion.

- Parenting classes for parents of students struggling to adhere to school protocols through a collaborative effort with a community partner
- A luncheon at the end of each year to bring struggling students together with site administration and mentors to end on a positive note and to build relationships towards a better upcoming year.
- Increased access to counseling and a psychologist.
- Reduced Class Size - Maintain staffing to eliminate combination grade level classes and keep student teacher ratio under 24:1 in K-3 and 32:1 in grades 4-8

Goal 7:

Systematize services for struggling readers (reading at a level more 6 months behind their grade level peers).

- Staff and materials are provided to insure reading labs on all K-6 campuses and reading support classes on the JH campus.
- The ELA coach works with site staff to improve instructional strategies, embed ELD supports, assessment and monitoring of student progress
- Data analysis and troubleshooting support is given by the ELA Coach, Assistant Superintendent and contracted providers to adjust to the analysis findings and improve the delivery model.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

5402208

30.4%

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).

Funding for each of the goals is spent to meet the needs of all students as the percentage of students meeting criteria for free and reduced lunch includes most all students. The percentage of unduplicated students has grown from 81.29% last year to 82.61%. CESD uses research based thinking that systematizing services wherever possible is most effective.

The actions for Goal 1:

- Cleaner Safer Campus – LEA-wide improved surveillance, access fortification, Williams compliance items and maintenance
- Safety Plan – Input from SSC/ELAC and Family Club, Community Fire, Police
- Updated Facilities – Improve student access and use of facilities
- Assign Teachers Appropriately – review of credentialing documents
- Enroll Students in Broad Course of Study – Ensure Broad Course of Study- Master schedule review
- Add 7th period to Wilson- increase elective offerings and decrease the students in each classroom.
- Begin Social Science materials adoption process

Goal 2:

- Data warehouse - house students data for staff access and analysis
- Review DASHBOARD Indicator data points -LCAP Steering Committee, CESD Board and all staff.
- Develop and share SARCs with LCAP Steering Committee, CESD Board and all staff.

- Discuss ramifications for LCAP goals, specifically CAASPP ELA and Math Performance, suspension rates and EL Progress on CELDT/ELPAC

Focused analysis of data for unduplicated students. Students in 5th and 6th grades lost ground in ELA in all subgroups.

Actions Principally Targeting Unduplicated Students in Goals 3 through 7 include:

Nearly 85% of our students meet criteria as Low SocEc. Therefore, all funds are being expended on a district wide basis while also principally targeting unduplicated students as noted in:

- Goal # 3 Step # 2
- Goal # 3 Step # 3
- Goal # 4 Step # 1
- Goal # 4 Step # 2
- Goal # 4 Step # 4
- Goal # 4 Step # 6
- Goal # 4 Step # 8
- Goal # 4 Step # 10
- Goal # 4 Step # 11
- Goal # 4 Step # 14
- Goal # 5 Step # 2
- Goal # 7 Step # 1

Goal 3 :

- Parent contact to share information regarding the Common Core
- Family Nights to provide parents with better understanding of Common core and activities to engage students at home
- English classes for English Learner parents
- Gather input regarding parent engagement
- Maintain trainings for parents in duty requirements for District and Site English Learner Committee, LCAP Steering Committee, as well as, School Site Council

Parent attendance is up for events such as Back to School Night, Open House, SSC and ELAC. The greatest increase is found at CC Family Math

Nights and CC Family ELA Nights (1 of each per site per year). The addition of these evening events, which include parents working through content specific activities with their children, have grown from 8 families attending on a given night to over 100 families on various sites. The feedback received from our parents is extremely positive, and staff feel they are seeing an increase in the support coming from home as a result of the Family Nights.

Goal 4:

Well-trained coaches insure “Good First Teaching” across the district supporting a progression of instruction, through quality, aligned, professional development.

- The Special Education /Math Coach supports district adopted instructional practices in all SDC classrooms and through the RSP staff. Student academic achievement and self-confidence rises, as does the ability mainstream into classrooms using those same strategies.
- The Science/Tech Coach supports STEM activities which serve to broaden the engagement of all students, particularly our EL and Special Needs students. Tech support provides teachers and students with tools to increase access to content.
- ELA and Special/Ed Math Coaches support content specific instructional strategy support to all staff. The Math coach supports Cognitively Guided Instruction (CGI) and Math textbook adoption process. The ELA coach focuses on Guided Reading and Literature Circle instruction, in addition to, Units of Study – Writing (Lucy Calkins) Trainings
- Professional development is offered in a tiered approach to insure the building of capacity while delivering content and improving instructional practices. Trainings involve grade level leads working with coaches to create and deliver workshops, Supersub days to plan the trainings and Leadership workshops to improve their training and coaching roles.
- Staff have chosen Reading, Writing Math, Tech and Cooperative Structures to be priorities addressed over the past 6 years. Sites select which area will be the focus for PD on their site during any given year based on students work samples and staff needs.
- Migrant staffing supports the Migrant and EL students in understanding A-G requirements for High School and career options.
- Remedial, enrichment and English learner coursework for advanced learning opportunities

Goal 5 :

CSED agrees with research to systematize services. We are expanding our already effective process to reduce absences through the addition of

increased counseling and psychologist supports.

- Increased student engagement through cooperative structures
- Content Accessed through Repeated Exposure (CARE – Project GLAD like structures) thematic units use EL researched techniques to expand access to content through increased comprehensible input.
- Attendance Incentives Last year we rose from 95.89% to 96.06%
- Increased access to counseling and a psychologist
- Big Brother/Big Sister program with help from Chowchilla Union High School

Goal 6:

Systematize services for our students who typically find themselves nearing suspension and expulsion.

- Parenting classes for parents of students struggling to adhere to school protocols
- Increased access to counseling and a psychologist
- Maintain staffing to eliminate combination grade level classes and keep student teacher ratio under 24:1 in K-3 and 32:1 in grades 4-8
- Mindfulness training to address Adverse Childhood experiences.

Goal 7:

Systematize services for struggling readers (reading at a level more 6 months behind their grade level peers).

- Staff and materials are provided to insure reading labs on all K-6 campuses and reading support classes on the JH campus.
- The ELA coach works with site staff to improve instructional strategies, embed ELD supports, assessment and monitoring of student progress
- Data analysis and troubleshooting support is given by the ELA Coach, Assistant Superintendent and contracted providers to adjust to the analysis findings and improve the delivery model.

Additionally, the district has identified the following actions as principally directed towards improving outcomes and closing achievement gaps for Unduplicated Pupils:

- Goal 1
 - o Action 6 -- Addition of additional elective teacher \$94,527; another music teacher to expand offerings, \$86,258. Additional electives will provide high

needs students with increased incentive to engage in school, and expanded arts instruction has been shown to increase engagement and improve academic achievement.

- o Action 7 -- Providing competitive salaries with surrounding counties and districts (10% of Teacher Salaries) \$1,123,185. We compete for the best teachers with Merced City School District to the north, and Madera USD immediately to the south. In order to compete with them to provide our high needs students with excellent first teaching from great instructors, we must offer competitive salaries.

- o Action 8 -- Providing transportation to allow for school % of FRPM and Minorities to be balanced to provide diversity and equity (10% of transportation total) \$115,258.

- Goal 2, Action 3

- o The vast majority of students within Chowchilla Elementary School District are identified as either low income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs. A major way we plan to do this is by This will be done through investments in facilities and infrastructure improvements. The addition of portable classrooms will help us to maintain significantly lower rosters within upper grades classrooms, benefiting our Unduplicated Pupils, \$1,900,000.

- Goal 4, Action 16

- o Reducing class size in grades 4-8, (Cost of additional teachers) \$792,992. Rather than allow a typical class load might be 36-38 students in those grades, maintaining lower class sizes will provide opportunities for high needs students to receive individualized attention and more immediate intervention and support, as necessary.

- Goal 5, Action 6

- o Addition of PE Specialist to provide balanced planning time for classroom teachers \$94,528. Balanced planning time will ensure that all teachers have the opportunity to collaborate and plan to meet the needs of their struggling students.