

LCAP Year 2017–18 2018–19 2019–20

Enter to Learn...
Leave to **Achieve**

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[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

Linden Unified School District

Contact Name and
TitleRick Hall
SuperintendentEmail and
Phonerihall@sjcoe.net
209-887-3894

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Linden is an unincorporated community located on Highway 26 about 10 miles east of Stockton. The Linden Unified School District was established in 1964. Prior to that, the area's children were served by Linden High School and 8 elementary school districts that sent their children to Linden High School. Today the district encompasses 160 square miles and has four elementary schools, one high school, and a continuation high school serving 2,223 students. Most of our students are Hispanic/Latino (58%) and White (36%). Majority of our students are Socioeconomically Disadvantaged (58%) and 23% of our students are English Learners. The district does not have significant Migrant (3%) or Foster Youth (0.6%) populations.

LCAP HIGHLIGHTS

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

The Local Control Accountability Plan (LCAP) for Linden Unified School District (LUSD) continues to address the following two goals:

- (1) All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready (begins on page 23);
- (2) All students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students (begins on page 51).

These goals are fully aligned to the 8 State Priorities adopted by the California State Board of Education that address conditions of learning, student engagement, and pupil outcomes.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, 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.

LUSD is most proud of its progress towards meeting its first LCAP goal stating that all students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready. The 2015-16 administration of California Assessment of Student Progress and Performance (CAASPP) has indicated substantial growth in student performance in both mathematics and English Language Arts. The growth was consistent across all grade levels. The district is proud to report that its students demonstrated greater progress towards mastery of standards in both disciplines exceeding the countywide average.

GREATEST PROGRESS

Furthermore, the district increased the percentage of students who demonstrate college preparedness, on the Early Assessment Program (EAP), by over 20%. Due to a rigorous standards-aligned instruction provided throughout the district, a substantially higher percentage of Linden graduates will be able to begin their college careers without the time and financial burdens of remediation coursework.

Referring to the LCFF Evaluation Rubrics, 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

In analyzing the LCFF Evaluation Rubrics, the district had no "Red" performance indicators for any of the state indicators. However, there were two "Orange" indicators: (a) Suspension Rate (K-12) and (b) EL Progress (K-12). The district has not identified any areas in need of significant improvement based on review of local performance indicators. To address these areas with the greatest need for improvement, the district plans to take the following steps: (a) Continue implementation of Positive Behavioral Interventions and Supports (PBIS) districtwide through the No Bully program and (b) Hire two Title I instructional coaches in Mathematics/Science and ELA/ELD that will offer professional learning opportunities to teachers on Integrated English Language Development (ELD) strategies in their respective disciplines.

Referring to the LCFF Evaluation Rubrics, 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

In referring to the LCFF Evaluation Rubrics, the district identified three state indicators for which performance for any student group was two or more performance levels below the “all student” performance:

(a) ELA Performance of Students with Disabilities (red at 84.4 points below level 3, a decrease of 8.4 points vs. yellow at 20.8 points below level 3, an increase of 7 points);

(b) Mathematics Performance of Students with Disabilities (red at 99.5 points below level 3, a decrease of 3.1 points vs. yellow at 41.4 points below level 3, an increase of 16.6 points).

To address these performance gaps, the district plans to do the following: hire two Title I Instructional Coaches and plans to add an additional RSP/SDC self-contained classroom and a dedicated teacher (action/service 1.8) at the elementary level to decrease the student to instructor ratio and improve program effectiveness in the existing K-4 Special Education classroom at Linden Elementary.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

As previously addressed, the district plans to hire two Title I instructional coaches for ELA/ELD and Mathematics/Science to increase and improve services to low-income students, English learners, and foster youth. The district also plans to hire a health clerk to provide additional services to students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$25,197,089
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$13,947,522.00

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

General administrative expenditures and expenditures funded with lottery, mandated costs, and other restricted funds are not included in the LCAP.

\$20,004,971

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Basic Services:

A: 100% teachers are appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS. 14/15 baseline data: 100%

B: 100 % of students have access to standards-aligned materials, verified by textbook sufficiency resolution. 14/15 baseline data 100%

C: 100% of school facilities are maintained in good repair, verified by the District FIT report. 14/15 baseline data 100%
- Implementation of State Standards:

A: 100% of K-8th classrooms will adopt ELA/ELD curriculum. Math Adoption for grades K-8th took place in 14/15

B: Designated ELD instruction is offered to English learners, 30 minutes, daily. Integrated ELD is offered daily through the English Language Arts Curriculum.
- Pupil Achievement:

A: CAASPP Smarter Balanced Student Test Results for the 14-15 reporting year, indicates:

ACTUAL

- Priority 1: Basic Services:

A: In 15/16, 100% teachers were appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS.

B: In 15/16, 100% of students had access to standards-aligned materials, verified by textbook sufficiency resolution.

C: In 15/16, 100% of school facilities were maintained in good repair, verified by the District FIT report.
- Priority 2 : Implementation of State Standards:

A: Curriculum aligned to California Standards and approved by the State Board of Education was adopted for English Language Arts and English Language Development (ELD) (TK-8 in 2016, 9-12 in 2017), verified by board meeting minutes.

B: Designated ELD instruction was offered to English learners, 30 minutes, daily. Integrated ELD instruction was offered daily during English Language Arts instruction, verified by class rosters and master schedules.
- Priority 4: Pupil Achievement:

A: CAASPP Smarter Balanced Student Test Results for the 15-16 reporting year, indicated:

- English Language Arts:

Standard Exceeded: 9%

Standard Met: 26%

Standard Nearly Met: 32%

Standard Not Met: 33%

- Mathematics:

Standard Exceeded: 6%

Standard Met: 14%

Standard Nearly Met: 36%

Standard Not Met: 44%

- Science:

Advanced: 5th 12%, 8th 26%, 11th 16%

Proficient: 5th 38%, 8th 28%, 11th 30%

Basic: 5th 33%, 8th 28%, 11th 33%

Below Basic: 5th 13%, 8th 13%, 11th 16%

Far Below Basic: 5th 4%, 8th 6%, 11th 5%

- Increase the number of students meeting and exceeding standards in ELA, Math, and Science by 5%

B: State Board of Education has suspended the API

C: Increase the percentage of students that successfully completed courses that satisfy the requirements for entrance to a UC or CSU or career technical education by 5%, verified by CALPADS. 14/15 baseline data: 41.6%

D: AMAO 1: The percentage of English learners learning English will increase by 5%, verified by CELDT. 14/15 baseline data: 55.7% met AMAO 1.

D: AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 24.4% met AMAO 2

D: AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase by 5%, verified by CELDT. 14/15 baseline data: 46.4% met AMAO 2.

E: Increase reclassification rates by 20%. 14/15 baseline data: 12.2% reclassified.

F: Increase the percentage of students who have passed an advanced placement examination with a 3 or higher by 20%, verified by Aeries Dashboard. 14/15 baseline data: 12.9%

- English Language Arts:

Standard Exceeded: 12%

Standard Met: 31%

Standard Nearly Met: 29%

Standard Not Met: 28%

- Mathematics:

Standard Exceeded: 11%

Standard Met: 19%

Standard Nearly Met: 34%

Standard Not Met: 36%

- California Standards Test in Science (note: the test is administered in 10th grade, not the 11th grade):

Advanced: 5th 13%, 8th 29%, 10th 10%

Proficient: 5th 42%, 8th 25%, 10th 33%

Basic: 5th 33%, 8th 25%, 10th 39%

Below Basic: 5th 9%, 8th 15%, 10th 10%

Far Below Basic: 5th 3%, 8th 6%, 10th 7%

B: State Board of Education has suspended the API and replaced it with the CA School Dashboard.

C: The percentage of students that successfully completed courses that satisfy the requirements for entrance to a UC or CSU or career technical education increased as verified by CALPADS. (15/16: UC/CSU 42% CTE 65%)

D: AMAO 1: The percentage of English learners learning English decreased by 4%, verified by CELDT. (15/16: 53.5% met AMAO 1)

D: AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency decreased by 6.1%, verified by CELDT. (15/16: 22.9% met AMAO 2)

D: AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency decreased by 4.3%, verified by CELDT. (15/16: 44.4% met AMAO 2)

E: 15/16 reclassification rates increased to 13.0% reclassified verified by CALPADS.

F: The 15/16 percentage of students who passed an advanced placement examination with a 3 or higher decreased to 63%, verified by College Board reporting. Note: the 14/15 baseline data should have been reported as 69.8%.

G: Increase the percentage of students who demonstrate college preparedness (EAP) by 20%, verified by Aeries Dashboard. 14/15 baseline data: ELA: 6% Math 3%.

- Course Access:

A: All students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.

B: Unduplicated students will continue to have access to broad course of study, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.

C: Exceptional needs students will continue to have access to broad course of study and may require access to programs and services in priority 7 B. Exceptional needs students will continue to receive push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.

- Other Pupil Outcomes:

A: 50% of all K-8th students will pass the District Math Assessment with a score of 60% or higher. Baseline data to be determined

A: 75% of all K-8th students will pass the District Writing Assessment with a 3 or higher. Baseline data to be determined

G: The percentage of students who demonstrate college preparedness (EAP) increased, verified by Aeries Dashboard. (15/16: 14% ELA and 7.4% Math). Note: 14/15 baseline data appear to be incorrect. According to LCFF State Priorities Snapshot, in 2014-15 "Ready" and "Conditionally Ready" percentages for ELA were at 29% and for Mathematics at 10%.

- Priority 7 : Course Access:

A: All students had access to a broad course of study in 15/16, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.

B: Unduplicated students had access to a broad course of study in 15/16, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.

C: Exceptional needs students had access to a broad course of study in 15/16 and, if qualified, received access to programs and services in priority 7 B. Exceptional needs students received push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.

- Priority 8 : Other Pupil Outcomes:

A: District Math Assessment baseline data to be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year.

A: District Writing Assessment baseline data to be determined after implementation of Illuminate assessment system at the start of the 2017-18 school 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**

Actions/Services

PLANNED

1.1.1617

Maintain sites with Technology Instructional Leaders. Maintain the District IT manager's position. Hire an additional Technology Support Technician.

ACTUAL

1.1.1617

Maintained and increased site-level technology support. Reclassified the District IT manager's position as a lead technician. Also hired a technician.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	2000-2999: Classified Personnel Salaries 94,021 3000-3999: Employee Benefits 29,564 1000-1999: Certificated Personnel Salaries 7,499 Supplemental and Concentration	2000-2999: Classified Personnel Salaries 68,961 3000-3999: Employee Benefits 28,999 1000-1999: Certificated Personnel Salaries 7,499 Supplemental and Concentration

Action **2**

Actions/Services	PLANNED 1.2.1617 Acquire tablets, laptops and computers to reach 1:1 devices for students and refresh obsolete equipment.	ACTUAL 1.2.1617 Acquired tablets, laptops and computers to reach 1:1 devices for students and refresh obsolete equipment.
	BUDGETED 4000-4999: Books And Supplies 200,000 Supplemental and Concentration	ESTIMATED ACTUAL 4000-4999: Books And Supplies 210,609 Supplemental and Concentration

Expenditures

Action **3**

Actions/Services	PLANNED 1.3.1617 Continue contracted services for the District data management software program.	ACTUAL 1.3.1617 Continued contracted services for the District data management software program.
	BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Other 49,500

Expenditures

Action **4**

Actions/Services	PLANNED 1.4.1617 Provide students with extended learning opportunities and interventions, before and after school, and during summer school. Offset Outdoor Education Fees by \$50.00 per student.	ACTUAL 1.4.1617 Provided students with extended learning opportunities and interventions before and after school (Linden Success Shop), and during summer school. Outdoor Education Fees were offset by \$50.00 per student
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	<p>Provide bilingual instructional aides to support English learners and Low Income students.</p>	<p>through transportation costs.</p> <p>Bilingual instructional aides provided support to English learners and Low Income students.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 29,000 2000-2999: Classified Personnel Salaries 25,000 3000-3999: Employee Benefits 10,538 4000-4999: Books And Supplies 10,000 5000-5999: Services And Other Operating Expenditures 8,500 Supplemental and Concentration</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 42,217</p> <p>2000-2999: Classified Personnel Salaries 5,000 3000-3999: Employee Benefits 12,132 4000-4999: Books And Supplies 22,147 5000-5999: Services And Other Operating Expenditures 7,500 Supplemental and Concentration</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 1.5.1617 Maintain District Technology Coach (TOSA). Hire two Instructional TOSAs to support classroom instruction.</p>	<p>ACTUAL 1.5.1617 Maintained District Technology Coach (TOSA). Two instructional TOSAs to support classroom instruction were not hired due to lack of applicants to posted positions. Outside subject matter experts were contracted during Early Release Wednesdays and Professional Development Days (costs included in a/s 1.6).</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 185225 3000-3999: Employee Benefits 61,833</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68,932 3000-3999: Employee Benefits 25,279</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED 1.6.1617 Provide professional learning opportunities to staff through release time and outside services.</p>	<p>ACTUAL 1.6.1617 Provided professional learning opportunities to staff through release time and outside services. (Certificated salaries below represent LCFF substitute costs.)</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 64,440</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 8,500</p>

2000-2999: Classified Personnel Salaries 11,232
 3000-3999: Employee Benefits 12,978
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000

2000-2999: Classified Personnel Salaries 2,039
 3000-3999: Employee Benefits 2,529
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,000
 Subject Matter Experts (3 Professional Development Days) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 45,230

Action **7**

Actions/Services

PLANNED
 1.7.1617
 Provide eighth grade students that qualify, an opportunity to enroll in accelerated math.

ACTUAL
 1.7.1617
 Provided qualified eighth grade students, an opportunity to enroll in accelerated math.

Expenditures

BUDGETED
 1000-1999: Certificated Personnel Salaries 6,300
 3000-3999: Employee Benefits 1,010
 4000-4999: Books And Supplies Base 4,000

ESTIMATED ACTUAL
 1000-1999: Certificated Personnel Salaries 13,492
 3000-3999: Employee Benefits 3,238
 4000-4999: Books And Supplies Base 1,500

Action **8**

Actions/Services

PLANNED
 1.8.1617
 Provide special education services.

ACTUAL
 1.8.1617
 Provided special education services.

Expenditures

BUDGETED
 General Fund Contribution (Object 8980) Base 1,358,087

ESTIMATED ACTUAL
 General Fund Contribution (Object 8980) Base 1,311,368

Action **9**

Actions/Services

PLANNED
 1.9.1617
 Provide AP training to applicable staff.

ACTUAL
 1.9.1617
 Provided AP training to applicable staff.

Expenditures

BUDGETED
 5000-5999: Services And Other Operating Expenditures Base 2,000

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures Base 1,200

Action **10**

<p>Actions/Services</p>	<p>PLANNED 1.10.1617 Continue to provide AVID teacher, membership, tutors, summer training. Increase AVID opportunities to eighth grade students</p>	<p>ACTUAL 1.10.1617 Continued to provide AVID teacher, membership, tutors, summer training. Expanded AVID opportunities to eighth grade students</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 81,000 3000-3999: Employee Benefits Supplemental and Concentration 22,396 2000-2999: Classified Personnel Salaries 5,500</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 80,949</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 21,630 2000-2999: Classified Personnel Salaries 5,500 Summer AVID Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,346</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED 1.11.1617 Continue to support and fund career readiness programs and maintain a new pathway.</p>	<p>ACTUAL 1.11.1617 Continued to support and fund career readiness programs and maintained a new pathway.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 396,555 3000-3999: Employee Benefits Base 59,482</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 396,555 3000-3999: Employee Benefits Base 59,482</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED 1.12.1617 Staffing for the educational program.</p>	<p>ACTUAL 1.12.1617 Provided staffing the educational program.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 5,995,000 2000-2999: Classified Personnel Salaries 200,000 3000-3999: Employee Benefits Base 1,858,500</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 5,995,000 2000-2999: Classified Personnel Salaries 200,000 3000-3999: Employee Benefits Base 1,858,500</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED 1.13.1617</p>	<p>ACTUAL 1.13.1617</p>
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Expenditures	Stipend for exceeding class size per contract.	Teacher stipends for exceeding class size per contract
	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Base 17,255 3000-3999: Employee Benefits 2,767</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Base 5,000 3000-3999: Employee Benefits 1,500</p>

Action **14**

Expenditures	<p>PLANNED</p> <p>1.14.1617 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income and English learner students</p>	<p>ACTUAL</p> <p>1.14.1617 Provided certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income and English learner students</p>
	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 100,800 3000-3999: Employee Benefits Supplemental and Concentration 19,200</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 108,000 3000-3999: Employee Benefits Supplemental and Concentration 19,200</p>

Action **15**

Expenditures	<p>PLANNED</p> <p>1.15.1617 Provide College and Career Center staff to support advising of high school students.</p>	<p>ACTUAL</p> <p>1.15.1617 Provided College and Career Center staff to support advising of K-12 students.</p>
	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 72,382 3000-3999: Employee Benefits Supplemental and Concentration 22,754</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 73,261 3000-3999: Employee Benefits Supplemental and Concentration 17,998</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The district continued full speed implementation of multiple actions and services to achieve the goal of having all students engaged in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready. The district was successful in reaching 1:1 devices in all grades, yet continued to struggle with hiring additional instructional TOSAs.

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

The actions/services taken to achieve this goal were effective as evidenced by systematic growth in student performance on Smarter Balanced assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main material difference between budgeted expenditures and estimated actual expenditures is in a/s 1.5 which was due to the district's inability to hire two instructional TOSAs. Also, in a/s 1.6, actual expenditures decreased due to professional development offered during non-student days, therefore, reducing usage of substitute teachers.

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

The job descriptions for instructional TOSAs were revised and expanded to become the Title I Instructional Coaches with an appropriate increase in salary due to a longer work day. The district expects to hire two such Coaches by the start of the 2017-18 school year (a/s 1.5). Further, the district plans to provide busing for all intra- and extra- curricular activities and to pay enrollment fees for a 5th grade Science Camp (a/s 1.4). The district also plans to expand its support for the AVID District Director position (a/s 1.10). Lastly, additional investments of \$200,000 into network infrastructure and equipment (a/s 1.16-1.17) along with allocation of \$45,000 for VAPA and CTE programs' supplies and materials are planned (a/s 1.18-1.20). These changes can be found in the identified action/services of the Goals/Actions/Expenditures section of the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	All students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Parent Involvement:
 - A: Encourage parents to participate in District and Site based Stakeholder meetings. School sites will offer a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions.
 - B: Encourage parents to participate in ELAC, DELAC and Title I committees
 - C: Encourage parents to participate in their child's IEP, SST, and 504 meetings
- Pupil Engagement:
 - A: Maintain attendance rates, verified by CALPADS. 14/15 baseline data: 96.17%
 - B: Decrease chronic absenteeism, verified by Aeries. 14/15 baseline data: 5%
 - C: Maintain 0% Middle School dropout rates, verified by CALPADS.
 - D: Decrease High School dropout rates, verified by CALPADS. 14/15 baseline data: 12 dropouts
 - E: Increase High School graduation rates to 90%, verified by CALPADS. 14/15 baseline data: 89.95%
- School Climate:

ACTUAL

- Priority 3: Parent Involvement in 16/17:
 - A: Encouraged parents to participate in District and Site based Stakeholder meetings. School sites offered a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions, verified by site administrators.
 - B: Encouraged parents to participate in ELAC, DELAC and Title I committees, verified by sign-in sheets.
 - C: Encouraged parents to participate in their child's IEP, SST, and 504 meetings, verified by SEIS and meeting notes.
- Priority 5: Pupil Engagement:
 - A: Attendance rate, as verified by Aeries, increased. (14/15 baseline data: 93.6%; 15/16 94.3%; Note that data originally reported as baseline for 14/15 [96.17%] represents the 15/16 P2 reporting data)
 - B: Chronic absenteeism rate, as verified by Aeries, decreased. (14/15 baseline data: 6.4%, 15/16 5.7%; Note that data originally reported as baseline for 14/15 [5%] could not be verified or replicated as of March 15, 2017)
 - C: Middle School dropout rate, as verified by CALPADS, was maintained. (15/16 0%)

A: Decrease suspension rates by 10% to be 6.03%, verified by CALPADS. 14/15 baseline data: 6.7%

B: Decrease the number of expelled students by 5, verified by CALPADS. 14/15 baseline data: 10 students

C: Increase student school connectedness rates by 5%, verified by the CHKS survey. 14/15 baseline data: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%

C: Increase students feeling safe at school by 5%, verified by CHKS survey. 14/15 baseline data: Students that feel safe at school: 7th: 71%, 9th: 59%, 11th: 79%

C: Increase the percentage of staff feeling safe on campus by 5%, verified by the CHKS survey. 14/15 baseline data: Staff that feel safe at school: 66%

Local Measure: Recognize students for positive behavior. Baseline data to be determined.

D: High School dropout rate, as verified by Data Quest, decreased. (14/15 baseline data: 4.6%; 15/16 2.3%)

E: High School graduation rate, as verified by CALPADS, substantially increased. (14/15 baseline data: 89.95%; 15/16 93%)

- Priority 6: School Climate:

A: Suspension rate increased, as verified by LCFF State Priorities Snapshot (14/15 baseline data 5%; 15/16: 6.7%). Note: the 2014-15 baseline data were originally incorrectly reported as 6.7% instead of 5%.

B: The number of expelled students, as verified by LCFF State Priorities Snapshot, increased (14-15 baseline data 1 expulsion; 15-16: 10). Note: the baseline data were originally incorrectly reported as 10 expulsions instead of 1.

C: Student school connectedness rates, as verified by the CHKS survey, increased for students in 7th and 9th grades, but decreased for students in 11th grade. (14-15 baseline data from 2013-14 CHKS: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%; 15/16 7th: 69%, 9th: 57%, 11th: 42%)

C: Student perceived safety at school, as verified by CHKS survey, increased for students in 7th and 9th grades, but decreased for students in 11th grade. (14-15 baseline data from 2013-14 CHKS: Students that feel very safe or safe at school: 7th: 71%, 9th: 59%, 11th: 79%; 15/16 7th: 76%, 9th: 61%, 11th: 64%)

C: Percentage of staff feeling safe on campus was unavailable at the time of this update on May 19, 2017 as the results of staff report were not published since the 2013-14 report.

Local Measure: Recognize students for positive behavior. Baseline was not determined and will not be included as a local measure moving forward.

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

Actions/Services	<p>PLANNED 2.1.1617 Provide 4 parent education nights addressing topics such as; attendance, health, learning strategies.</p>	<p>ACTUAL 2.1.1617 Provided 4 parent education nights addressing topics such as; attendance, health, learning strategies, as verified by school principals.</p>
	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries 3,552 3000-3999: Employee Benefits 570 4000-4999: Books And Supplies Supplemental and Concentration 600</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries 3,552 3000-3999: Employee Benefits 570 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
Expenditures		

Action **2**

Actions/Services	<p>PLANNED 2.2.1617 Provide a family liason/translator at each elementary site, daily for 2 hours. Provide translator for parent nights. Provide additional LHS bilingual aide</p>	<p>ACTUAL 2.2.1617 Provided a family liason/translator at each elementary site, daily for 2 hours. Provided translator for parent nights. Provided additional LHS bilingual aide.</p>
	<p>BUDGETED</p> <p>2000-2999: Classified Personnel Salaries 50,300 3000-3999: Employee Benefits Supplemental and Concentration 7,050</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999: Classified Personnel Salaries 19,001 3000-3999: Employee Benefits Supplemental and Concentration 4,560</p>
Expenditures		

Action **3**

Actions/Services	<p>PLANNED 2.3.1617 Provide safe and clean facilities</p>	<p>ACTUAL 2.3.1617 Provided safe and clean facilities.</p>
	<p>BUDGETED</p> <p>Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 447,019 5000-5999: Services And Other Operating Expenditures 1,107,328 6000-6999: Capital Outlay 30,400</p>	<p>ESTIMATED ACTUAL</p> <p>Provided repairs, equipment and addressed cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 270,915 5000-5999: Services And Other Operating Expenditures 228,755 6000-6999: Capital Outlay 31,484</p>
Expenditures		

Action **4**

<p>Actions/Services</p>	<p>PLANNED 2.4.1617 K-12 to continue No Bully program. Each site to develop school-wide positive student behavior programs, with student recognitions, awards, and incentives</p>	<p>ACTUAL 2.4.1617 K-12 sites continued implementation of No Bully program. Each site developed school-wide positive student behavior programs, with student recognitions, awards, and incentives.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 56,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,296</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 2.5.1617 Provide an School Resource Officer for all sites to help reduce truancy</p>	<p>ACTUAL 2.5.1617 Provided a School Resource Deputy for all sites to help reduce truancy.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 85,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 88,911</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED 2.6.1617 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.</p>	<p>ACTUAL 2.6.1617 Maintained High School Counselor to provide social/emotional support to students. Two additional counselors to provide social/emotional support for students in K-8 were not hired due to position and classification changes determined by the district need.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries 168,824 3000-3999: Employee Benefits Supplemental and Concentration 51,665</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 34,650</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED 2.7.1617 Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home</p>	<p>ACTUAL 2.7.1617 Provided consistent updates to Parent Student Portal to increase parent participation and improve school/home</p>
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	communication.	communication.
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,113</p> <p>3000-3999: Employee Benefits 24,784</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,113</p> <p>3000-3999: Employee Benefits 24,784</p>

Action **8**

Actions/Services	<p>PLANNED</p> <p>2.8.1617</p> <p>Provide site-based nurse to provide direct services to students</p>	<p>ACTUAL</p> <p>2.8.1617</p> <p>Provided site-based nurse, assigned to multiple sites, to provide direct services to students.</p>
Expenditures	<p>BUDGETED</p> <p>2000-2999: Classified Personnel Salaries 84,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 21,470</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999: Classified Personnel Salaries 87,772</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 20,167</p>

Action **9**

Actions/Services	<p>PLANNED</p> <p>2.9.1617</p> <p>Provide additional academic counselor</p>	<p>ACTUAL</p> <p>2.9.1617</p> <p>Provided additional academic counselor at Linden High School. The district expanded School/Career counseling services to students in grades K-12.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 8,600</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 42,229</p> <p>3000-3999: Employee Benefits 14,026</p>

Action **10**

Actions/Services	<p>PLANNED</p> <p>2.10.1617</p> <p>Provide Training for classified staff in CPR/First aide, and defibrillation. Pending negotiations</p>	<p>ACTUAL</p> <p>2.10.1617</p> <p>Provided Training for classified staff in CPR/First aid, and defibrillation on two Professional Development Days.</p>
Expenditures	<p>BUDGETED</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,445.40</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 7,739.48</p>	<p>ESTIMATED ACTUAL</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,040</p>

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.

With the exception of hiring two additional counselors to provide social/emotional support for students in K-8 that is expected to happen shortly all actions/services for Goal 2 were implemented. The district experienced challenges with hiring additional counselors, but is expecting to fill these positions in the 17/18 school year. The district was successful in substantially reducing the high school dropout rate.

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

Web-based exit surveys were utilized by the district during three Professional Development Days to measure overall effectiveness for actions/services 2.4.1617 (No Bully) and 2.10.1617 (CPR/First Aid). Attendees measured the effectiveness of these training as effective or highly effective from the low of 77.6% to the high of 95.1% depending on the respondent group. Overall, the actions and services were effective in meeting the stated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgetary material difference pertains to action/service 2.6.1617 calling for hiring two additional counselors to provide social/emotional support for students in K-8. As stated above, the counselors will not be hired until the start of the 2017-18 school year. In addition, a/s 2.3 actual expenditures substantially decreased due to additional costs recovered through deferred maintenance.

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

In addition, the district plans to hire to a Certified Athletic Trainer (new a/s 2.10) to provide additional services to students at Linden High School and to create/refurbish middle school science laboratories (new a/s 2.11) districtwide to support the implementation of the Next Generation Science Standards. These changes can be found in the Goals/Actions/Expenditures section of the LCAP. A/S 2.4 was completed and will not be carried forward.

Stakeholder Engagement

LCAP Year

 2017–18
 2018–19
 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Director of Educational Services for Linden Unified School District participated in the 2016-17 LCAP Academy training presented by ACSA. Following the Academy and the review of the 2015-2016 LUSD LCAP, the Director of Educational Services presented Linden Trustees with a 2016-2017 timeline, outlining Stakeholder Engagement meetings. Representatives from the community, LUSD staff, including members of the local bargaining units for certificated and classified staff, students, and parents participated in committee work, events and District surveys, in an effort to support in the development and implementation of the District LCAP.

The following meetings took place:

Classified Bargaining Unit: 11/07/16

Parent Advisory Meetings: 11/07/16 and 05/25/17

Management Team: 11/10/16 and 03/16/17

Student Input: 11/18/16 and 02/13/17

Parents/Guardians Surveys: 12/02/16

Certificated Bargaining Unit: 01/18/17

EL Parent Advisory Meeting*: 02/08/17

LUSD Board Meetings: Monthly Updates 11/2016 - 06/2017 including public hearing on 06/06/17 and adoption on 06/14/17

* This meeting was facilitated by the district's EL Coordinator. All other meetings were facilitated by the Director of Educational Services.

As part of the annual review and revision of the 3 year LCAP plan, all stakeholder groups reviewed the annual update of the current actions and services, along with projected and actual expenditures. A chart was used to clearly indicate action and services which were completed, in process, or not started. This information was used as a catalyst for revising the new LCAP. Stakeholders were able to review and ask questions regarding the implementation status of actions and services and consider the continued need of such actions and services. Stakeholders reviewed the provided metrics to evaluate the effectiveness of the LCAP in supporting the state priorities and identified needs. This process was useful in modifying and revising the next three-year LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Through the LCAP Academy Training the Director of Educational Services became familiar with the content, form, and style of language and identified areas in need of changes and corrections. The Superintendent and the San Joaquin County Office of Education LCAP team provided invaluable support and input as well.

Classified Bargaining Unit Members:

Representatives met to review the LCAP actions and services and consider changes to the LCAP. The following suggestions were made: Consider replacing two TOSA's that were not hired with additional technology support staff paid on a stipend basis (Action 1.5); Provide formal training to custodians and recruit additional substitute custodians (Action 2.3); and Consider replacing the externally-contracted nurse with one or more Health Clerks (Action 2.7).

Parent Advisory Meeting:

The district has had difficulties in attracting a meaningful number of parents to provide input on LCAP. Therefore, after examining the best practices for increasing parent participation and consulting with the LCAP leads from districts across the San Joaquin county, a different approach was devised. The district created and disseminated a parent/guardian LCAP survey that will be addressed later in this section.

Management Team:

The members of management team reviewed the progress achieved on actions and services identified for each of the LCAP goals. The following additional actions and services were recommended: Provide district-paid busing for all intra- and extra-curricular activities (Action 1.4); allocate funding for VAPA and CTE programs (Actions 1.18-1.20); and refurbish science laboratories (Action 2.11). In addition, the following were recommended, but not implemented due to cost: Provide at-home internet access to students of low socioeconomic status; Implement a rotating Visual and Performing Arts model of instruction in elementary and middle-grades classrooms.

Student Input:

Two Linden High School classes (Government and Leadership) engaged in forty-five minutes long dialogs on the district's LCAP, annual update, and actions / services. The students offered input in the following three areas: technology, nursing support, and facilities. Multiple requests for additional Chromebooks were made (Action 1.2); Additional nursing staff presence was requested (Action 2.7); The students requested some basic maintenance and housekeeping items for Linden High School such as turning on hot water in showers, providing basic repairs to the toilets and showers in the swimming pool area, installing coat hooks in bathroom stalls, and providing more outdoor seating throughout the campus (Action 2.3).

Parents/Guardians Surveys:

The district team designed and administered the Parents/Guardians LCAP Survey. In order to include the households with limited technological resources, hard copies of surveys, in English and Spanish, were distributed. The return rate on surveys exceeded expectations with 630 surveys returned representing a take rate of over 25%. Of those surveys, 30% were returned in Spanish demonstrating a statically significant participation rate of Hispanic and Latino households. The surveys indicated an overall level of parent satisfaction with the LUSD schools, instructors, rigor, and level of support students receive in school. For statements ranging from "My child is safe on school grounds" to "The school motivated my students to learn", percentages of respondents agreeing or strongly agreeing with the statements exceeded 90%. Similar responses were given to statements pertaining to school culture, facilities, and customer services from certificated and classified staff. While no concrete recommendations were made, the survey communicated parental interest in socio/emotional and academic counseling, with percentages of respondents agreeing fully or agreeing with the corresponding statements being in the 60%-65% range.

Certificated Bargaining Unit:

During the meeting with the members of the certificated bargaining unit, four major recommendations were made. The teachers recommended to improve custodial services throughout the district (Action 2.3); Additional nursing staff presence was requested (Action 2.7); The teachers also requested that nurses' schedules be clearly communicated (Action 2.7); LHS teachers emphasized the need for improved network infrastructure to support the 1:1 device rollout (Actions 1.16 and 1.17). Lastly, several Special Education teachers indicated interest in offering a Special Education class at Glenwood Elementary School (Action 1.8).

EL Parent Advisory:

Last LUSD DELAC meeting was attended by approximately 60 family members. The DELAC president shared the LCAP goals and the parent survey results with the group, yet no additional or specific feedback was offered by the group. At the 04/20/17 meeting, additional feedback pertaining to LCAP actions were solicited.

LUSD Board Meetings:

Linden Unified School District Trustees: Trustees received regular and consistent updates during regular Board meetings and had multiple opportunities to provide input into the development of actions and services leading to the inclusion of a/s 2.10. As performance indicators and other data became available, Trustees were updated on the LUSD progress towards meeting its LCAP goals.

Stakeholders were able to identify areas of strength and areas of need through analysis of the current plan and outcomes. The annual update distinguished actions and services that were not started, or were incomplete, providing opportunity for the stakeholders to review the necessity of these actions and services and offer adjustments as appropriate.

Overall, stakeholders were in agreement with existing LCAP goals and did not recommend any material or substantive revisions to the LCAP.

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.

New
 Modified
 Unchanged

Goal 1

All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Stakeholders reviewed the local data; the staff survey on new standards implementation, AP exams and CTE pathways, and determined our need to continue with:

- training on new standards
- support systems and expanding AP courses
- expansion of the CTE pathways
- build deep content understanding of the new standards in Math and ELA/ELD
- effective instructional strategies to address the learning needs of all students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.a Teachers appropriately assigned and fully credentialed	100% teachers were appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.
1.B Access to Instructional Materials	100 % of students had access to standards-aligned instructional materials, verified by textbook sufficiency resolution.	100 % of students will have access to standards-aligned instructional materials.	100 % of students will have access to standards-aligned instructional materials.	100 % of students will have access to standards-aligned instructional materials.

<p>1.C Facilities Are Maintained</p>	<p>100% of school facilities were maintained in good repair, verified by the District FIT report.</p>	<p>100% of school facilities will be maintained in good repair.</p>	<p>100% of school facilities will be maintained in good repair.</p>	<p>100% of school facilities will be maintained in good repair.</p>
<p>2.A Implementation of SBE-Adopted Standards</p>	<p>Curriculum aligned to California Standards and approved by the State Board of Education was adopted for English Language Arts and English Language Development (ELD) (TK-8 in 2016, 9-12 in 2017)</p>	<p>The District is fully committed to adhering to the State Board of Education Curriculum Adoption Calendar and will continue to adopt curriculum aligned to California Standards and approved by the State Board of Education.</p>	<p>The District is fully committed to adhering to the State Board of Education Curriculum Adoption Calendar and will continue to adopt curriculum aligned to California Standards and approved by the State Board of Education.</p>	<p>The District is fully committed to adhering to the State Board of Education Curriculum Adoption Calendar and will continue to adopt curriculum aligned to California Standards and approved by the State Board of Education.</p>
<p>2.B How Programs/Services Enable ELs to Access CA and ELD Standards</p>	<p>Designated ELD instruction was offered to English learners, 30 minutes, daily. Integrated ELD instruction was offered daily during English Language Arts instruction.</p>	<p>The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English Language Arts instruction.</p>	<p>The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English Language Arts instruction</p>	<p>The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English Language Arts instruction</p>
<p>4.A Statewide Assessments</p>	<p>CAASPP Smarter Balanced Student Test Results for the 15-16 reporting year, indicated:</p> <ul style="list-style-type: none"> • English Language Arts: Standard Exceeded: 12% Standard Met: 31% Standard Nearly Met: 29% Standard Not Met: 28% • Mathematics: Standard Exceeded: 11% Standard Met: 19% Standard Nearly Met: 34% Standard Not Met: 36% • California Standards Test in Science (note: the test is administered in 10th grade, not the 11th grade): Advanced: 5th 13%, 8th 29%, 10th 10% Proficient: 5th 42%, 8th 25%, 10th 33% Basic: 5th 33%, 8th 	<p>Student scores on statewide assessments will increase.</p>	<p>Student scores on statewide assessments will increase.</p>	<p>Student scores on statewide assessments will increase.</p>

	25%, 10th 39% Below Basic: 5th 9%, 8th 15%, 10th 10% Far Below Basic: 5th 3%, 8th 6%, 10th 7%			
4.B API	API has been suspended and replaced with the California School Dashboard.	n/a	n/a	n/a
4.C A-G Completion	The percentage of students who successfully completed courses that satisfy the requirements for entrance to a UC or CSU or career technical education increased as verified by CALPADS. (15/16: UC/CSU 42% CTE 65%)	The percentage of students who successfully complete courses that satisfy the requirements for entrance to a UC or CSU or career technical education will increase.	The percentage of students who successfully complete courses that satisfy the requirements for entrance to a UC or CSU or career technical education will increase.	The percentage of students who successfully complete courses that satisfy the requirements for entrance to a UC or CSU or career technical education will increase.
4.D EL Progress (CELDT)	<p>AMAO 1: The percentage of English learners learning English decreased by 4%, verified by CELDT. (15/16: 53.5% met AMAO 1)</p> <p>AMAO 2: The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency decreased by 6.1%, verified by CELDT. (15/16: 22.9% met AMAO 2)</p> <p>AMAO 2: The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency decreased by 4.3%, verified by CELDT. (15/16: 44.4% met AMAO 2)</p>	<p>The percentage of English learners learning English will increase.</p> <p>The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase.</p> <p>The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase.</p>	<p>The percentage of English learners learning English will increase.</p> <p>The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase.</p> <p>The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase.</p>	<p>The percentage of English learners learning English will increase.</p> <p>The percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase.</p> <p>The percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase.</p>
4.E EL Reclassification Rate	Reclassification rates increased by 6.7%. (15/16: 13.0%)	EL Reclassification rates will increase.	EL Reclassification rates will increase.	EL Reclassification rates will increase.

	reclassified)			
4.F % of Students Passing AP Exams	The percentage of students who have passed an advanced placement examination with a 3 or higher was 63%, verified by College Board reporting.	The percentage of students who pass an advanced placement examination with a 3 or higher will increase.	The percentage of students who pass an advanced placement examination with a 3 or higher will increase.	The percentage of students who pass an advanced placement examination with a 3 or higher will increase.
4.G % of College Ready Pupils	The percentage of students who demonstrate college preparedness (SBAC/EAP) verified by Aeries Dashboard. (15/16: 14% ELA and 7.4% Math)	Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).	Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).	Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).
7.A A Broad Course of Study	All students continued to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.	100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.	100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.	100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.
7.B Programs/Services for Unduplicated	Unduplicated students continued to have access to a broad course of study, including access to designated ELD instruction and intervention programs, verified by CALPADS, Title III Plan, class rosters.	In addition to having access to a broad course of study as identified in 7A, 100% of unduplicated students will have access to designated and integrated ELD instruction and intervention programs.	In addition to having access to a broad course of study as identified in 7A, 100% of unduplicated students will have access to designated and integrated ELD instruction and intervention programs.	In addition to having access to a broad course of study as identified in 7A, 100% of unduplicated students will have access to designated and integrated ELD instruction and intervention programs.
7.C Programs/Services for Exceptional Students	Exceptional needs students continued to have access to a broad course of study and, if qualified, received access to programs and services in priority 7 B. Exceptional needs students received push in/pull out services guided by the goals and objectives documented in the student's IEP, verified by SEIS.	In addition to having access to a broad course of study as identified in 7A, 100% of students with exceptional needs will received push in/pull out services guided by the goals and objectives documented in the student's IEP.	In addition to having access to a broad course of study as identified in 7A, 100% of students with exceptional needs will received push in/pull out services guided by the goals and objectives documented in the student's IEP.	In addition to having access to a broad course of study as identified in 7A, 100% of students with exceptional needs will received push in/pull out services guided by the goals and objectives documented in the student's IEP.
8. Pupil Outcomes	District Math assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school	The percentage of students who pass the District Math Assessment will increase. The percentage of students who	The percentage of students who pass the District Math Assessment will increase. The percentage of students who	The percentage of students who pass the District Math Assessment will increase. The percentage of students who

	year. District Writing Assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year.	pass the District Writing Assessment will increase.	pass the District Writing Assessment will increase.	pass the District Writing Assessment will increase.
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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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.1.1718 Maintain and increase site-level technology support.	1.1.1819 Maintain IT support.	1.1.1920 Maintain IT support.

Keep Lead Technician and Technician. Hire an additional (third) IT staff, Educational Technology Support Specialist.

BUDGETED EXPENDITURES

2017-18

Amount 131,767

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 39,530

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount 9,892

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 7,499

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount 135,720

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 40,716

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount 10,189

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 7,499

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount 139,791

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 41,937

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Amount 10,495

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount 7,499

Source Supplemental and Concentration

Budget Reference 3000-3999: Employee Benefits

Action 2

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

[Students to be Served](#)

- All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2.1718
Maintain instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refresh obsolete equipment.

2018-19

New Modified Unchanged

1.2.1819
Maintain instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refresh obsolete equipment.

2019-20

New Modified Unchanged

1.2.1920
Maintain instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refresh obsolete equipment.

BUDGETED EXPENDITURES

2017-18

Amount	115,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	140,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	165,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3.1718
Continue contracted services for the District data management software program (Illuminate).

2018-19

New Modified Unchanged

1.3.1819
Continue contracted services for the District data management software program (Illuminate).

2019-20

New Modified Unchanged

1.3.1920
Continue contracted services for the District data management software program (Illuminate).

BUDGETED EXPENDITURES

2017-18

Amount	14,838
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	14,838
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	14,838
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4.1718
Provide students with extended learning opportunities and interventions, before and after school and during summer school (Linden Success Shop). Provide busing for all intra- and extra- curricular activities including paying enrollment fees for Science Camp and for one educational field-trip per grade-level for elementary students.

2018-19

New Modified Unchanged

1.4.1819
Provide students with extended learning opportunities and interventions, before and after school and during summer school (Linden Success Shop). Provide busing for all intra- and extra- curricular activities including paying enrollment fees for Science Camp and for one educational field-trip per grade-level for elementary students.

2019-20

New Modified Unchanged

1.4.1920
Provide students with extended learning opportunities and interventions, before and after school and during summer school (Linden Success Shop). Provide busing for all intra- and extra- curricular activities including paying enrollment fees for Science Camp and for one educational field-trip per grade-level for elementary students.

BUDGETED EXPENDITURES

2017-18

Amount	80,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	80,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	80,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	24,000	Amount	24,000	Amount	24,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	35,000	Amount	35,000	Amount	35,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	30,000	Amount	30,000	Amount	30,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 5

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5.1718
Provide two Title I Instructional Coaches.

2018-19

New Modified Unchanged

1.5.1819
Provide two Title I Instructional Coaches.

2019-20

New Modified Unchanged

1.5.1920
Provide two Title I Instructional Coaches.

BUDGETED EXPENDITURES

2017-18

Amount	183,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	56,730
Source	Title I
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	188,490
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	58,432
Source	Title I
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	194,145
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	60,185
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Action **6**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

1.6.1718
Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).

2018-19

New Modified Unchanged

1.6.1819
Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).

2019-20

New Modified Unchanged

1.6.1920
Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).

[BUDGETED EXPENDITURES](#)

2017-18

Amount	8,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2,529
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	64,000
Source	Other

2018-19

Amount	8,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	2,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2,529
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	32,000
Source	Supplemental and Concentration

2019-20

Amount	8,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2,529
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	32,000
Source	Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Funds

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Glenwood, Waterloo, Waverly Specific Grade spans: 7th grade, 8th grade

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.7.1718
Provide seventh grade students that qualify, an opportunity to enroll in accelerated mathematics and to eight grade students that qualify, an opportunity to enroll in Integrated Mathematics I.

2018-19

New Modified Unchanged

1.7.1819
Provide seventh grade students that qualify, an opportunity to enroll in accelerated mathematics and to eight grade students that qualify, an opportunity to enroll in Integrated Mathematics I.

2019-20

New Modified Unchanged

1.7.1920
Provide seventh grade students that qualify, an opportunity to enroll in accelerated mathematics and to eight grade students that qualify, an opportunity to enroll in Integrated Mathematics I.

BUDGETED EXPENDITURES

2017-18

Amount 27,000

2018-19

Amount 27,000

2019-20

Amount 27,000

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	6,500	Amount	6,500	Amount	6,500
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	3,000	Amount	3,000	Amount	3,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **8**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.8.1718
Provide special education services.

2018-19

New Modified Unchanged

1.8.1819
Provide special education services.

2019-20

New Modified Unchanged

1.8.1920
Provide special education services.

BUDGETED EXPENDITURES

2017-18

Amount 1,311,368
Source Base
Budget Reference General Fund Contribution (Object 8980)

2018-19

Amount 1,311,368
Source Base
Budget Reference General Fund Contribution (Object 8980)

2019-20

Amount 1,311,368
Source Base
Budget Reference General Fund Contribution (Object 8980)

Action **9**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Linden HS Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.9.1718 Provide AP training to applicable staff.	1.9.1819 Provide AP training to applicable staff.	1.9.1920 Provide AP training to applicable staff.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **10**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Linden High School, Waterloo, Waverly, and Glenwood schools</u> <input checked="" type="checkbox"/> Specific Grade spans: <u>Grades 6-12</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.10.1718

Continue support and expansion of the AVID program including salary for a full time AVID teacher / AVID District Director, compensation for college tutors, and Summer AVID Institute trainings for the teachers.

2018-19

New Modified Unchanged

1.10.1819

Continue support and expansion of the AVID program including salary for a full time AVID teacher / AVID District Director, compensation for college tutors, and Summer AVID Institute trainings for the teachers.

2019-20

New Modified Unchanged

1.10.1920

Continue support and expansion of the AVID program including salary for a full time AVID teacher / AVID District Director, compensation for college tutors, and Summer AVID Institute trainings for the teachers.

BUDGETED EXPENDITURES

2017-18

Amount	100,054
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary increase from 2016-17 includes a prep buyout (0.2) to perform the duties of the AVID District Director.
Amount	26,545
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	5,500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries College Tutors Compensation
Amount	8,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Summer AVID Institute

2018-19

Amount	103,055
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	28,988
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	5,500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries College Tutors Compensation
Amount	8,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Summer AVID Institute

2019-20

Amount	106,147
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	31,562
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	5,500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries College Tutors Compensation
Amount	8,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Summer AVID Institute

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: LHS Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.11.1718
Support and fund career readiness programs and maintain a new pathway.

2018-19

New Modified Unchanged

1.11.1819
Support and fund career readiness programs and maintain a new pathway.

2019-20

New Modified Unchanged

1.11.1920
Support and fund career readiness programs and maintain a new pathway.

BUDGETED EXPENDITURES

2017-18

Amount	408,452
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for LHS teachers who teach CTE courses.
Amount	61,266

2018-19

Amount	420,705
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for LHS teachers who teach CTE courses.
Amount	63,104

2019-20

Amount	433,326
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for LHS teachers who teach CTE courses.
Amount	64,998

Source	Base
Budget Reference	3000-3999: Employee Benefits

Source	Base
Budget Reference	3000-3999: Employee Benefits

Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **12**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

1.12.1718
Staffing for the educational program.

2018-19

New Modified Unchanged

1.12.1819
Staffing for the educational program.

2019-20

New Modified Unchanged

1.12.1819
Staffing for the educational program.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 6,174,850

Source Base

2018-19

Amount 6,360,096

Source Base

2019-20

Amount 6,550,898

Source Base

Budget Reference	1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.	Budget Reference	1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.	Budget Reference	1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.
Amount	206,000	Amount	212,180	Amount	218,545
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	1,914,255	Amount	1,971,683	Amount	2,030,833
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **13**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1.13.1718
Stipend for exceeding class size per contract.

1.13.1819
Stipend for exceeding class size per contract.

1.13.1920
Stipend for exceeding class size per contract.

BUDGETED EXPENDITURES

2017-18

Amount	5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	1,500
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	1,500
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	5,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	1,500
Source	Base
Budget Reference	3000-3999: Employee Benefits

Action **14**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

1.14.1718
 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income, foster youth, and English learner students

2018-19

New
 Modified
 Unchanged

1.14.1819
 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income, foster youth, and English learner students

2019-20

New
 Modified
 Unchanged

1.14.1920
 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income, foster youth, and English learner students

BUDGETED EXPENDITURES

2017-18

Amount	103,824
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	31,147
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	106,939
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	32,082
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	110,147
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	33,044
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

Action **15**

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

[Students to be Served](#)

All
 Students with Disabilities

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.15.1718 Provide College and Career Center staff to support advising of K-12 students.	1.15.1819 Provide College and Career Center staff to support advising of K-12 students.	1.15.1920 Provide College and Career Center staff to support advising of K-12 students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	75,459	Amount	77,723	Amount	80,054
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	19,746	Amount	21,589	Amount	22,237
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **16**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.16.1718
Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.

2018-19

New Modified Unchanged

1.16.1819
Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.

2019-20

New Modified Unchanged

1.16.1920
Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.

BUDGETED EXPENDITURES

2017-18

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay

2018-19

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay

2019-20

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay

Action **17**

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

[Students to be Served](#) All Students with Disabilities

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.17.1718
Upgrade network equipment districtwide to support 1:1 student computer usage. (Note: the total cost for actions 1.16 and 1.17 is projected to be \$600,000 during the 2017-18, 2018-19, and 2019-20 school years with up to \$162,000 potentially reimbursable through the E-Rate program. The life expectancy of these upgrades is projected to be 10 years.)

2018-19

New Modified Unchanged

1.17.1819
Upgrade network equipment districtwide to support 1:1 student computer usage. (Note: the total cost for actions 1.16 and 1.17 is projected to be \$600,000 during the 2017-18, 2018-19, and 2019-20 school years with up to \$162,000 potentially reimbursable through the E-Rate program. The life expectancy of these upgrades is projected to be 10 years.)

2019-20

New Modified Unchanged

1.17.1920
Upgrade network equipment districtwide to support 1:1 student computer usage. (Note: the total cost for actions 1.16 and 1.17 is projected to be \$600,000 during the 2017-18, 2018-19, and 2019-20 school years with up to \$162,000 potentially reimbursable through the E-Rate program. The life expectancy of these upgrades is projected to be 10 years.)

BUDGETED EXPENDITURES

2017-18

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	100,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **18**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Linden High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.18.1718
Provide materials and supplies to support the Theatre program.

2018-19

New Modified Unchanged

1.18.1819
Provide materials and supplies to support the Theatre program.

2019-20

New Modified Unchanged

1.18.1920
Provide materials and supplies to support the Theatre program.

BUDGETED EXPENDITURES

2017-18

Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **19**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Linden High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.19.1718
Provide materials and supplies to support instruction in Art.

2018-19

New Modified Unchanged

1.19.1819
Provide materials and supplies to support instruction in Art.

2019-20

New Modified Unchanged

1.19.1920
Provide materials and supplies to support instruction in Art.

BUDGETED EXPENDITURES

2017-18

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **20**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Linden High School Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.20.1718
Provide materials and supplies for CTE program.

2018-19

New Modified Unchanged

1.20.1819
Provide materials and supplies for CTE program.

2019-20

New Modified Unchanged

1.20.1920
Provide materials and supplies for CTE program.

BUDGETED EXPENDITURES

2017-18

Amount 30,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 30,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 30,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

All students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

After reviewing the CHKS survey, suspension rates and behavior referrals, FIT stakeholders agree there is a need for the following:

- counselor to provide social/emotional support to students
- develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all school sites
- continuous, sustained, and ongoing parental involvement in student education and school communities including outreach to families with limited command of English language
- updated science facilities to facilitate effective implementation of the NGSS

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.A Efforts by district to seek parent input.	3.A: Encouraged parents to participate in District and Site based Stakeholder meetings. School sites offered a monthly "Parent Coffee" in an effort to involve more parents in site-based decisions.	Promote/increase parental participation in District and Site based Stakeholder meetings.	Promote/increase parental participation in District and Site based Stakeholder meetings.	Promote/increase parental participation in District and Site based Stakeholder meetings.
1.a Teachers appropriately assigned and fully credentialed	100% teachers were appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.	Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.

1.B Access to Instructional Materials	100 % of students had access to standards-aligned instructional materials, verified by textbook sufficiency resolution.	100 % of students will have access to standards-aligned instructional materials.	100 % of students will have access to standards-aligned instructional materials.	100 % of students will have access to standards-aligned instructional materials.
3.B Parent participation - unduplicated.	3.B: Encouraged parents to participate in ELAC, DELAC and Title I committees.	Promote/increase parental participation in ELAC, DELAC and Title I committees.	Promote/increase parental participation in ELAC, DELAC and Title I committees.	Promote/increase parental participation in ELAC, DELAC and Title I committees.
3.C Parent participation - exceptional needs.	3.C: Encouraged parents to participate in their child's IEP, SST, and 504 meetings.	Promote/increase parental participation in their child's IEP, SST, and 504 meetings.	Promote/increase parental participation in their child's IEP, SST, and 504 meetings.	Promote/increase parental participation in their child's IEP, SST, and 504 meetings.
5.A School attendance	5.A: 2015-16 Attendance rate increased to 94.3%, as verified by Aeries. (14/15 baseline data: 93.6%; 15/16 94.3%; Note that data originally reported as baseline for 14/15 [96.17%] represents the 15/16 P2 reporting data)	Increase the student attendance rate.	Increase the student attendance rate.	Increase the student attendance rate.
5.B Chronic absenteeism	5.B: 2015-16 Chronic absenteeism rate decreased to 5.7%, as verified by AERIES. (14/15 baseline data: 6.4%, 15/16 5.7%; Note that data originally reported as baseline for 14/15 [5%] could not be verified or replicated as of March 15, 2017)	Decrease the Chronic absenteeism rate.	Decrease the Chronic absenteeism rate.	Decrease the Chronic absenteeism rate.
5.C Middle school dropout rate	5.C: 2015-16 Middle School dropout rate was maintained at 0%, as verified by DataQuest. (14/15 baseline data: 0%; 15/16 0%)	Maintain the Middle School dropout rate at 0%.	Maintain the Middle School dropout rate at 0%.	Maintain the Middle School dropout rate at 0%.
5.D High school dropout rate	5.D: 2015-16 High School dropout rate decreased to 2.3%, as verified by DataQuest. (14/15 baseline data: 4.6%-12 dropouts	Decrease the High School dropout rate.	Decrease the High School dropout rate.	Decrease the High School dropout rate.

	15/16 2.3%-12)			
5.E High school graduation rate	5.E: 2015-16 High School graduation rate substantially increased to 93%, as verified by CALPADS. (14/15 baseline data: 89.95%; 15/16 93%)	Increase the High School graduation rate.	Increase the High School graduation rate.	Increase the High School graduation rate.
6.A Pupil suspension rate	6.A: The 2015-16 Suspension rate was 6.7% as verified by CALPADS. (14/15 baseline data: 244 suspensions; 15/16 189; Note: Suspension Rate for 2015/16 school year was unavailable at the time of this update on May 19, 2017. Therefore, the annual update is provided on the number of suspensions versus the suspension rate.)	Decrease the suspension rate.	Decrease the suspension rate.	Decrease the suspension rate.
6.B Pupil expulsion rate	6.B: The 2015-16 Expulsion rate was 10 students as verified by CALPADS. (14/15 baseline data: 10 expulsions; 15/16 8. Note: Expulsion Rate for 2015/16 school year was unavailable at the time of this update on May 19, 2017. Therefore, the annual update is provided on the number of expulsions versus the expulsion rate.)	Decrease the expulsion rate.	Decrease the expulsion rate.	Decrease the expulsion rate.
6.C Other local measures	6.C: Student school connectedness rates, as verified by the CHKS survey, increased for students in 7th and 9th grades, but decreased for students in 11th grade. (14/15 baseline data from 2013-14 CHKS: Students that feel connected to school: 7th: 63% 9th: 52%, 11th: 64%; 15/16 7th: 69%, 9th: 57%, 11th: 42%). 6.C: Student perceived safety at school, as verified by CHKS survey, increased for students in 7th and 9th grades, but	The percentage of students who feel connected to school will increase. The percentage of students who feel safe or very safe at school will increase. The percentage of staff who feel safe on campus will increase.	The percentage of students who feel connected to school will increase. The percentage of students who feel safe or very safe at school will increase. The percentage of staff who feel safe on campus will increase.	The percentage of students who feel connected to school will increase. The percentage of students who feel safe or very safe at school will increase. The percentage of staff who feel safe on campus will increase.

	<p>decreased for students in 11th grade. (14/15 baseline data from 2013-14 CHKS: Students that feel very safe or safe at school: 7th: 71%, 9th: 59%, 11th: 79%; 15/16 7th: 76%, 9th: 61%, 11th: 64%).</p> <p>6.C: Percentage of staff feeling safe on campus was unavailable at the time of this update on May 19, 2017 as the results of staff report were not published since the 13/14 report.</p>			
<p>1.C Facilities Are Maintained</p>	<p>100% of school facilities were maintained in good repair, verified by the District FIT report.</p>	<p>100% of school facilities will be maintained in good repair.</p>	<p>100% of school facilities will be maintained in good repair.</p>	<p>100% of school facilities will be maintained in good repair.</p>
<p>8. Pupil Outcomes</p>	<p>District Math assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year.</p> <p>District Writing Assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year.</p>	<p>The percentage of students who pass the District Math Assessment will increase.</p> <p>The percentage of students who pass the District Writing Assessment will increase.</p>	<p>The percentage of students who pass the District Math Assessment will increase.</p> <p>The percentage of students who pass the District Writing Assessment will increase.</p>	<p>The percentage of students who pass the District Math Assessment will increase.</p> <p>The percentage of students who pass the District Writing Assessment will increase.</p>

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 with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1.1718
Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.

2018-19

New Modified Unchanged

2.1.1819
Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.

2019-20

New Modified Unchanged

2.1.1920
Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.

BUDGETED EXPENDITURES

2017-18

Amount	3,552
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	570
Source	Supplemental and Concentration

2018-19

Amount	3,552
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	570
Source	Supplemental and Concentration

2019-20

Amount	3,552
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	570
Source	Supplemental and Concentration

Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	600	Amount	600	Amount	600
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 2

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2.1718
Continue to provide a family liason/translator at each elementary site, daily for 2 hours, translator for parent nights, and a bilingual aide at LHS.

2018-19

New Modified Unchanged

2.2.1819
Provide a family liason/translator at each elementary site, daily for 2 hour. Provide translators for parent nights. Add bilingual aide at LHS

2019-20

New Modified Unchanged

2.2.1920
Provide a family liason/translator at each elementary site, daily for 2 hour. Provide translators for parent nights. Add bilingual aide at LHS

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

2.3.1718
Provide safe and clean facilities

2.3.1819
Provide safe and clean facilities

2.3.1920
Provide safe and clean facilities

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	447,019
Source	Base
Budget Reference	4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.
Amount	1,107,328
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	30,400
Source	Base
Budget Reference	6000-6999: Capital Outlay

Amount	447,019
Source	Base
Budget Reference	4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.
Amount	1,107,328
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	30,400
Source	Base
Budget Reference	6000-6999: Capital Outlay

Amount	447,019
Source	Base
Budget Reference	4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.
Amount	1,107,328
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	30,400
Source	Base
Budget Reference	6000-6999: Capital Outlay

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4.1718
Provide a School Resource Deputy for all sites to help reduce truancy

2018-19

New Modified Unchanged

2.4.1819
Provide a School Resource Deputy for all sites to help reduce truancy

2019-20

New Modified Unchanged

2.4.1920
Provide a School Resource Deputy for all sites to help reduce truancy

BUDGETED EXPENDITURES

2017-18

Amount	85,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	85,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	85,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5.1718
Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.

2018-19

New Modified Unchanged

2.5.1819
Maintain High School Counselor to provide social/emotional support to students. Maintain counselors to provide social/emotional support for students in K-8.

2019-20

New Modified Unchanged

2.5.1920
Maintain High School Counselor to provide social/emotional support to students. Maintain counselors to provide social/emotional support for students in K-8.

BUDGETED EXPENDITURES

2017-18

Amount	168,824
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	51,665
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	168,824
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	51,665
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	168,824
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	51,665
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits

Action **6**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6.1718
Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.

2018-19

New Modified Unchanged

2.6.1819
Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.

2019-20

New Modified Unchanged

2.6.1920
Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.

BUDGETED EXPENDITURES

2017-18

Amount	130,113
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	24,784
Source	Supplemental and Concentration

2018-19

Amount	130,113
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	24,784
Source	Supplemental and Concentration

2019-20

Amount	130,113
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	24,784
Source	Supplemental and Concentration

Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
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Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7.1718
Provide site-based nurse and a health clerk to provide direct services to students.

2018-19

New Modified Unchanged

2.7.1819
Provide site-based nurse and a health clerk to provide direct services to students.

2019-20

New Modified Unchanged

2.7.1920
Provide site-based nurse and a health clerk to provide direct services to students.

BUDGETED EXPENDITURES

2017-18

Amount 85,680

Source Supplemental and Concentration

Budget 1000-1999: Certificated Personnel

2018-19

Amount 88,250

Source Supplemental and Concentration

Budget 1000-1999: Certificated Personnel

2019-20

Amount 90,898

Source Supplemental and Concentration

Budget 1000-1999: Certificated Personnel

Reference	Salaries Nurse's Salary	Reference	Salaries Nurse's Salary	Reference	Salaries Nurse's Salary
Amount	25,704	Amount	26,475	Amount	27,269
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Nurse's Benefits	Budget Reference	3000-3999: Employee Benefits Nurse's Benefits	Budget Reference	3000-3999: Employee Benefits Nurse's Benefits
Amount	16,601	Amount	17,099	Amount	17,612
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Health Clerks' Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Health Clerks' Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Health Clerks' Salaries
Amount	4,981	Amount	5,129	Amount	5,283
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Health Clerks' Benefits	Budget Reference	3000-3999: Employee Benefits Health Clerks' Benefits	Budget Reference	3000-3999: Employee Benefits Health Clerks' Benefits

Action **8**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8.1718
Provide additional academic counselor.

2018-19

New Modified Unchanged

2.8.1819
Continue providing an additional academic counselor.

2019-20

New Modified Unchanged

2.8.1819
Continue providing an additional academic counselor.

BUDGETED EXPENDITURES

2017-18

Amount 43,000
Source Supplemental and Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries
Amount 8,600
Source Supplemental and Concentration
Budget Reference 3000-3999: Employee Benefits

2018-19

Amount 43,000
Source Supplemental and Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries
Amount 8,600
Source Supplemental and Concentration
Budget Reference 3000-3999: Employee Benefits

2019-20

Amount 43,000
Source Supplemental and Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries
Amount 8,600
Source Supplemental and Concentration
Budget Reference 3000-3999: Employee Benefits

Action **9**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.9.1718 Continue to train classified staff in CPR/First aid and defibrillation.	2.9.1819 Continue to train classified staff in CPR/First aid and defibrillation.	2.9.1920 Continue to train classified staff in CPR/First aid and defibrillation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3,000	Amount	3,000	Amount	16,445.40
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	1,000	Amount	1,000	Amount	7,739.48
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **10**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Linden High School</u>	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.10.1718 Hire a Certified Athletic Trainer for Linden High School to provide additional services to students.	2.10.1819 Continue to provide a Certified Athletic Trainer for Linden High School to provide additional services to students.	2.10.1920 Continue to provide a Certified Athletic Trainer for Linden High School to provide additional services to students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 18,000	Amount: 18,000	Amount: 18,000
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

Action **11**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Glenwood, Waverly, and Waterloo Schools</u> <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.11.1718 Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Glenwood School).	2.11.1819 Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Waterloo School).	2.11.1920 Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Waverly School).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	75,000	Amount	75,000	Amount	75,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$2,011,928

Percentage to Increase or Improve Services: 11.57%

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](#)).

Linden Unified has an unduplicated student count of 60.65%.

Supplemental funds are used in a LEA-wide and schoolwide manner principally directed toward, and effective in meeting the district's goals for its English learners, low income, and foster youth pupils in the state priority areas. Actions and services to positively impact unduplicated students are:

Goal 1

Action Service 1.1 Maintain and increase site-level technology support. Keep Lead Technician and Technician. Hire an additional (third) IT staff, Educational Technology Support Specialist.

Action/Service 1.2 Maintain instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refresh obsolete equipment.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. These students may not have access to this technology at home and lack the internet and access to programs. Linden Unified is committed to providing these resources to their unduplicated students while serving the needs of all students. These services are aimed at increasing engagement, access and fluency of technology among unduplicated students.

Action/Service 1.6 Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).

Action/Service 1.14 Provide certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income, foster youth, and English learner students.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Certificated staff will participate in learning to improve the level of student engagement and monitoring of student learning during instruction

to ensure high levels of student learning. In addition, certificated staff will deepen their content knowledge to support student learning at a deeper and more complex understanding. Strategies to support English learner acquisition, as well as content knowledge will be developed by staff.

Action/Service 1.3 Continue contracted services for the District data management software program (Illuminate).

This specific action/service is principally directed towards, and effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Continued data management provides administration and staff with means to monitor academic progress of unduplicated students and provide targeted assistance to close the achievement gaps among these students.

Action /Service 1.4 Provide students with extended learning opportunities and interventions, before and after school and during summer school (Linden Success Shop). Provide busing for all intra- and extra- curricular activities including paying enrollment fees for Science Camp and for one educational field-trip per grade-level for elementary students.

This specific action/service is principally directed towards, and effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Connected to action/service 1.3, extended learning time provides increased learning opportunities for unduplicated students. This increased learning opportunity is enhanced through targeted instruction and learning focus through the data analysis of student performance outcomes.

Action/Service 1.10 Continue support and expansion of the AVID program including salary for a full time AVID teacher / AVID District Director, compensation for college tutors, and Summer AVID Institute trainings for the teachers.

Action/Service 1.15 Provide College and Career Center staff to support advising of K-12 students.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. Maintaining and increasing the AVID program will provide opportunity for unduplicated students to become involved with a college preparatory program and increase college preparedness for unduplicated students. Staffing a college and career center increases informed access to college and career programs and increased opportunities for unduplicated students to engage in career option conversations and planning with designated staff. Unduplicated students, who tend to have limited college information among family members, will have easy access to ask and seek answers to questions and research on college and careers.

Action/Service 1.16 Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.

Action/Service 1.17 Upgrade network equipment districtwide to support 1:1 student computer usage.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4, 7-8 for its unduplicated students districtwide. Upgrading internet infrastructure and network equipment will provide opportunity for unduplicated students to engage in and benefit from the 1:1 digital learning environment, master the XXI century skills, and fully experience all components of the newly-adopted ELA and Mathematics curricula.

Action/Service 1.18 Provide materials and supplies to support the Theatre program.

Action/Service 1.19 Provide materials and supplies to support instruction in Art.

Action/Service 1.20 Provide materials and supplies for CTE program.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 1, 2, 4 and 7 for its

unduplicated students attending Linden High School. Providing materials and supplies to support the theatre, art, and CTE programs will assist the unduplicated students in mastering the VAPA and CTE standards.

Goal 2

Action/Service 2.1 Provide 4 parent education nights addressing topic such as: attendance, health, learning strategies.

Action/Service 2.6 Provide consistent updates to Parent Portal to increase parent participation and improve school/home communication.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. These action/services increase family/parent ability to communicate with school staff and track student progress in the classrooms. In addition, parents will learn more about expected student outcomes in the state standards and how to support their students in the learning process. Parent Nights will guide parents in the process of parent support and what student work is to represent.

Action/Service 2.4 Provide a school resource deputy (SRD) for all sites to help reduce truancy.

This specific action/service is principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. The Resource Officer will help to reduce truancy, which is higher among students from low income environments. This will increase the positive environment for unduplicated students and provide increased opportunities to be connected to the school through a positive relationship for these students.

Action/Service 2.5 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide social/emotional support for students in K-8.

Action/Service 2.7 Provide site-based nurse and hire a health clerk to provide direct services to students.

Action/Service 2.8 Provide additional academic counselor.

Action/Service 2.9 Continue to train classified staff in CPR/First aid and defibrillation.

These specific action/services are principally directed towards, and are effective in, meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. Providing for the social/emotional and academic support and nursing services, along with classified staff trained in using CPR/First Aid and defibrillation, is instrumental for unduplicated students. These students will benefit from the counseling to improve ability to deal with conflict, as well as cope with difficult situations that may exist in their home environment. As well, unduplicated students often suffer from lack of medical and dental attention; providing the site-based nurse will improve student access to resources and services to improve overall health and well-being for these students.

Action/Service 2.2 Provide a family liaison/translator at each elementary site, daily for two hours. Provide translator for parent nights. Provide additional LHS bilingual aide.

This action/service addresses state priorities 3, 5-6 and is provided to increase the engagement of families of our English learner students and increasing access to curriculum for these students. By providing a liaison translator at the elementary sites, Non-English speaking parents will be able to communicate with school staff and administration, allowing them greater involvement with their child's education. The addition of a bilingual aide at Linden High School provides English

learner students greater support and access to the curriculum through translated information provided during instruction and learning in the classroom. The increase of a bilingual aide will allow students additional support beyond what they currently experience.

Action/Service 2.10 Hire a Certified Athletic Trainer for Linden High School to provide additional services to students.

This specific action/service is principally directed towards, and is effective in, meeting the district's goals in state priority areas 1 and 8 for its unduplicated students at Linden High School. Providing a Certified Athletic Trainer will increase safety of unduplicated students participating in contact sports and will result in improved performance of student athletes both on and off the field.

Action/Service 2.11 Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Glenwood School)

This specific action/service is principally directed towards, and is effective in, meeting the district's goals in state priority areas 1-4 and 8 for its unduplicated students at Glenwood Elementary School and will further facilitate unduplicated students' mastery of the NGSS standards.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	13,379,277.88	11,820,617.00	13,947,522.00	14,235,183.00	14,576,081.43	42,758,786.43
	8,895,677.00	7,730,850.00	0.00	0.00	0.00	0.00
Base	3,746,343.00	3,507,965.00	11,704,938.00	11,967,883.00	12,238,715.00	35,911,536.00
Other	0.00	49,500.00	64,000.00	0.00	0.00	64,000.00
Supplemental and Concentration	737,257.88	532,302.00	1,938,854.00	2,020,378.00	2,083,036.43	6,042,268.43
Title I	0.00	0.00	239,730.00	246,922.00	254,330.00	740,982.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	13,379,277.88	11,820,617.00	13,947,522.00	14,235,183.00	14,576,081.43	42,758,786.43
	1,358,087.00	1,311,368.00	1,311,368.00	1,311,368.00	1,311,368.00	3,934,104.00
1000-1999: Certificated Personnel Salaries	7,300,945.00	6,975,299.00	7,607,200.00	7,821,436.00	8,038,550.55	23,467,186.55
2000-2999: Classified Personnel Salaries	486,498.40	388,273.00	413,668.00	425,799.00	448,693.40	1,288,160.40
3000-3999: Employee Benefits	2,222,900.48	2,114,594.00	2,315,601.00	2,383,895.00	2,459,784.48	7,159,280.48
4000-4999: Books And Supplies	661,619.00	505,171.00	765,619.00	790,619.00	815,619.00	2,371,857.00
5000-5999: Services And Other Operating Expenditures	1,318,828.00	402,162.00	1,246,666.00	1,246,666.00	1,246,666.00	3,739,998.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	92,266.00	82,000.00	50,000.00	50,000.00	182,000.00
6000-6999: Capital Outlay	30,400.00	31,484.00	205,400.00	205,400.00	205,400.00	616,200.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	13,379,277.88	11,820,617.00	13,947,522.00	14,235,183.00	14,576,081.43	42,758,786.43
	Base	1,358,087.00	1,311,368.00	1,311,368.00	1,311,368.00	1,311,368.00	3,934,104.00
1000-1999: Certificated Personnel Salaries		6,925,352.00	6,729,025.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	17,255.00	5,000.00	6,615,302.00	6,812,801.00	7,016,224.00	20,444,327.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	358,338.00	241,274.00	808,898.00	820,145.00	828,181.55	2,457,224.55
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	183,000.00	188,490.00	194,145.00	565,635.00
2000-2999: Classified Personnel Salaries		470,053.00	388,273.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	206,000.00	212,180.00	218,545.00	636,725.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	16,445.40	0.00	207,668.00	213,619.00	230,148.40	651,435.40
3000-3999: Employee Benefits		144,044.00	113,057.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	1,917,982.00	1,917,982.00	1,983,521.00	2,042,787.00	2,103,831.00	6,130,139.00
3000-3999: Employee Benefits	Supplemental and Concentration	160,874.48	83,555.00	275,350.00	282,676.00	295,768.48	853,794.48
3000-3999: Employee Benefits	Title I	0.00	0.00	56,730.00	58,432.00	60,185.00	175,347.00
4000-4999: Books And Supplies		210,000.00	232,756.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	451,019.00	272,415.00	450,019.00	450,019.00	450,019.00	1,350,057.00
4000-4999: Books And Supplies	Supplemental and Concentration	600.00	0.00	315,600.00	340,600.00	365,600.00	1,021,800.00
5000-5999: Services And Other Operating Expenditures		1,115,828.00	236,255.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	2,000.00	1,200.00	1,108,328.00	1,108,328.00	1,108,328.00	3,324,984.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Other	0.00	49,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	201,000.00	115,207.00	138,338.00	138,338.00	138,338.00	415,014.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	64,000.00	0.00	0.00	64,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	92,266.00	18,000.00	50,000.00	50,000.00	118,000.00
6000-6999: Capital Outlay		30,400.00	31,484.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	30,400.00	30,400.00	30,400.00	91,200.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00	175,000.00	175,000.00	175,000.00	525,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	11,558,751.00	11,842,425.00	12,162,578.00	35,563,754.00
Goal 2	2,388,771.00	2,392,758.00	2,413,503.43	7,195,032.43
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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