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

**Budget Overview for the 2019-20 LCAP Year**

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

The total revenue projected for Linden Unified School District is $27,144,542, of which $23,165,295 is Local Control Funding Formula (LCFF), $2,020,461 is other state funds, $909,344 is local funds, and $1,049,442 is federal funds. Of the $23,165,295 in LCFF Funds, $3,192,622 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

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

Linden Unified School District plans to spend $27,263,775 for the 2019-20 school year. Of that amount, $17,736,561 is tied to actions/services in the LCAP and $9,527,214 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not all expenses are reported on the LCAP. Central administration, such as human resources, business services, and educational services support, are not included. Other areas not included are facility and maintenance projects, general home-to-school transportation, special education base costs, school administration, and food service.

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

In 2019-20, Linden Unified School District is projecting it will receive $3,192,622 based on the enrollment of foster youth, English learner, and low-income students. Linden Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Linden Unified School District plans to spend $3,318,879 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The technology-centered action/services are primarily directed towards high needs students. Upgrading internet infrastructure and network equipment will continue to provide opportunity for high needs 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.

Our teachers continue to participate in professional learning activities designed to increase student engagement, increase English acquisition rates (for English Learners) and increase student mastery of California Standards while emphasizing the unique needs of the high needs students.
Additional learning opportunities will be provided to high needs students, with such services as extended learning opportunities and interventions, before and after school and during summer school, continue support and expansion of the AVID program, College and Career Center staff, and a Certified Athletic Trainer for Linden High School to provide additional services. The district will be creating a culture of increased parent and guardian engagement for families of high needs students and staff and management are applying the continuous improvement principles to reflect on and, if necessary, revise the content of parent meetings. Increased services for physical and socioemotional safety will be primarily directed at the high needs students. Training in CPR/First Aid, improving access to medical care, and counselor support for students are some of the increased services.
**LCFF Budget Overview for Parents**

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

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

In 2018-19, Linden Unified School District's LCAP budgeted $2,979,754 for planned actions to increase or improve services for high needs students. Linden Unified School District estimates that it will actually spend $2,422,713 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-557,041 had the following impact on Linden Unified School District's ability to increase or improve services for high needs students:

- The District worked diligently to provide the planned services during the school year. The difference between the planned and estimated actuals are due to several actions and services. The following are some of the most significant reasons for the difference:
  - A social/Emotional counselor remained vacant during the year. Salary cost for the Information System department was less than budgeted.
  - Planned professional development was delayed because the timeframe for the science standards adoption has moved back.
  - The district was able to provide CPR training at a reduced cost.
  - Planned expenditures for technology and its infrastructure to support student learning and access to digital curriculum has been partially delayed into the coming fiscal year.

The District has fully analyzed the actions and services and is planning full implementation in the upcoming school year.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Linden Unified School District
Contact Name and Title: Rick Hall, Superintendent
Email and Phone: rihall@lindensusd.com, 209-887-3894

2017-20 Plan Summary
The Story
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 feeder elementary school districts. Today the district encompasses 160 square miles serving 2,252 students. Most of our students are Hispanic/Latino (59.2%) and White (33.9%). Majority of our students are Socioeconomically Disadvantaged (61.1%), 21.9% of our students are English Learners. Students with Disabilities comprise 11.8% of the student body. The district does not have significant Foster Youth (0.4%) and Homeless (0.2%) populations. (Data source: Fall 2018 California School Dashboard, accessed on May 4, 2019)

Students are served through a combination of programs and school configurations. LUSD includes a TK-4th grade school (Linden Elementary School), 5th - 8th grade school (Waterloo School), two K-8
schools (Glenwood & Waverly Schools), an alternative high school (PRIDE Continuation School) and one comprehensive high school (Linden High School). The high school provides college prep and career technical educational opportunities, allowing students to be college ready while simultaneously completing a technical program. College and Career readiness is supported district-wide beginning with kindergarten and led by a district college and career director.

**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 (20 action/services support district goal #1.);
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 (9 action/services support district goal #2).

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

**Greatest Progress**

As reported on the California School Dashboard, the district is proud to share that our Graduation rate has again increased, this year by 1.6% to 98.1% ("Blue" for the "All Student" population) vs 83.5% statewide. Correspondingly, our Chronic Absenteeism rate declined 1.5% to 7.6% ("Green") vs 9% statewide.

Significantly, the district substantially increased the percentage of students who demonstrate college and career preparedness: 4.5% increase districtwide vs statewide increase of 1.1%. The positive outcomes will be maintained and built upon by continuing student support for attendance thru use of an SRD, student preparation for graduation via counseling and extended learning opportunities, and professional development to maintain rigor and student access to college and career readiness standards of performance. In addition the district will maintain the AVID program, CTE pathways, and college and career counseling.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local
indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

In analyzing the LCFF Evaluation Rubrics (California School Dashboard for Fall 2018), the district had no "Red" performance indicators for any of the state indicators. However, three "Orange" indicators were present: (a) English Language Arts, (b) Mathematics, and (c) Suspensions.

To address these areas with the greatest need for improvement, the district plans to take the following steps:

(a) district administrators and teachers participate in the series of Professional Learning sessions addressing the needs of our Students with Disabilities, facilitated by the San Joaquin County Office of Education staff and conducted as part of assistance services offered by the San Joaquin County Office of Education.

To address suspension, staff is implementing Positive Behavior Intervention & Supports (PBIS), continuing the No Bully Program, and implementing #ICanHelp as strategies to improve student behaviors and empower greater student decision-making. In addition, students will undergo social emotional screening for identification of students at risk with emotional crisis that effect behaviors, as well as provide social emotional counseling.

To address ELA and Math identified thru differentiated assistance as root causes, LUSD is providing professional learning and collaboration to align with the standards, curriculum, and instructional guides for ELA and Math. Mathematical practices. Use of local assessments within IReady and Illuminate.

Title I coaches will continue working with teachers to continue improving pedagogy to maximize student engagement and effective lesson delivery across all subject areas.

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

**Performance Gaps**

In referring to the California School Dashboard Fall 2018 release, the district identified one state indicator for which performance for any student group was two or more performance levels below the “all student” performance: A gap exists among our white student population in College & Career Readiness.

The performance gap will be addressed by continuing student support for attendance thru use of an SRD, student preparation for graduation via counseling and extended learning opportunities, and professional development to maintain rigor and student access to college and career readiness standards of performance. In addition the district will maintain the AVID program, CTE pathways, and college and career counseling.

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

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

No district schools met the criteria for comprehensive support and improvement.

**Support for Identified Schools**
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

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

N/A
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All 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:

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

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.A</strong> Teachers appropriately assigned and fully credentialed</td>
<td>18-19</td>
<td>Maintain 100% teachers appropriately assigned and fully credentialed in subject areas and for pupils they are teaching.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>1.A 100% teachers were appropriately assigned and fully credentialed in subject areas and for pupils they are teaching, verified by CALPADS.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1.B</strong> Access to Instructional Materials</td>
<td>18-19</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>1.B Access to Instructional Materials</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td><strong>1.B</strong></td>
<td>100% of students had access to standards-aligned instructional materials, verified by textbook sufficiency resolution.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>1.C</strong> Facilities Are Maintained</td>
<td><strong>1.C</strong> Facilities Are Maintained</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>100% of school facilities will be maintained in good repair.</td>
<td>100% of school facilities were maintained in good repair, verified by the site FIT report.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>1.C 100% of school facilities were maintained in good repair, verified by the District FIT report.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>2.A</strong> Implementation of SBE-Adopted Standards</td>
<td><strong>2.A</strong> Implementation of SBE-Adopted Standards</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>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.</td>
<td>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. During the 2018-19 school year, the district continued implementation of adopted ELA and mathematics curricula. Curriculum adoption in Next Generation Science Standards progressed in 2018-2019 thru review of state approved curriculum for potential adoption in 2019-2020.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>2.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)</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>2.B</strong> How Programs/Services Enable ELs to Access CA and ELD Standards</td>
<td><strong>2.B</strong> How Programs/Services Enable ELs to Access CA and ELD Standards</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>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</td>
<td>In 2018-19 school year, the District continued to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English Language Arts instruction.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>2.B Designated ELD instruction was offered to English learners, 30 minutes, daily. Integrated ELD instruction was offered daily during English Language Arts instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>4.A</strong> Statewide Assessments</td>
<td><strong>4.A</strong> Statewide Assessments</td>
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</table>
**Baseline**

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

- 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%

**Metric/Indicator**

4.B API

---

**Expected**

18-19
Student scores on statewide assessments will increase.

**Actual**

Student scores on statewide assessments (CAASPP) indicated the following: in Mathematics, the percentage of students who met or exceeded standard increased to 31.87% in 17-18, while in English Language Arts the corresponding percentage increased to 46.81% in 17-18.

CAASPP Smarter Balanced Student Test Results for the 17-18 reporting year, indicated:

- English Language Arts:
  - Standard Exceeded: 18.42%
  - Standard Met: 28.39%
  - Standard Nearly Met: 26.62%
  - Standard Not Met: 31.52%

- Mathematics:
  - Standard Exceeded: 12.33%
  - Standard Met: 19.54%
  - Standard Nearly Met: 29.22%
  - Standard Not Met: 38.91%
### Metric/Indicator 4.B

**Baseline**
4.B API has been suspended and replaced with the California School Dashboard.

**Actual**
API has been suspended and replaced with the California School Dashboard.

### Metric/Indicator 4.C

**Baseline**
4.C A-G Completion

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.

18-19
The percentage of students who successfully complete 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%)  

**Actual**
4.C A-G Completion

18-19
The percentage of students who successfully complete courses that satisfy the requirements for entrance to a UC or CSU or career technical education increased (17/18: 32% UC/CSU, 27% CTE as reported on the California School Dashboard).

Please note that the baseline data was acquired from CALPADS while the current 17-18 data is reported on the California School Dashboard.

### Metric/Indicator 4.D

**Baseline**
4.D EL Progress

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

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)

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)

**Actual**
4.D EL Progress

AMAO indicators are no longer available. In 2018-19 school year, the percentage of English Learner demonstrating progress, measured by the English Language Proficiency Assessments for California (ELPAC) and reported on the California School Dashboard, will be utilized instead: Level 4 (Well Developed): 27%; Level 3 (Moderately Developed): 43.7%; Level 2 (Somewhat Developed): 23.2%; Level 1 (Beginning Stage): 6.1%.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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<tbody>
<tr>
<td><strong>4.E EL Reclassification Rate</strong></td>
<td><strong>18-19</strong> EL Reclassification rates will increase.</td>
<td><strong>4.E EL Reclassification Rate</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>4.E Reclassification rates increased by 6.7%. (15/16: 13.0% reclassified)</td>
<td>In 2018-19 school year, EL Reclassification Rates increased as reported by the California Department of Education on its EL Reclassification Data page: 2017-18: 14.6% reclassified; 2016-17: 13.0% reclassified; 2015-16: 14.0% reclassified.</td>
</tr>
<tr>
<td><strong>4.F % of Students Passing AP Exams</strong></td>
<td><strong>18-19</strong> The percentage of students who pass an advanced placement examination with a 3 or higher will increase.</td>
<td><strong>4.F % of Students Passing AP Exams</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>4.F The percentage of students who have passed an advanced placement examination with a 3 or higher was 63%, verified by College Board reporting.</td>
<td>The percentage of students who have passed an advanced placement examination with a 3 or higher increased 0.53 percentage points from 2016-17 to 2017-18 school year, yet is substantially below the 2015-16 school year data: 17-18 AP Pass Rate: 48.45% 16-17 AP Pass Rate: 47.92% 15-16 AP Pass Rate: 63.04%</td>
</tr>
<tr>
<td><strong>4.G % of College Ready Pupils</strong></td>
<td><strong>18-19</strong> Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).</td>
<td><strong>4.G % of College Ready Pupils</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>4.G The percentage of students who demonstrate college preparedness (SBAC/EAP) verified by Aeries Dashboard. (15/16: 14% ELA and 7.4% Math)</td>
<td>The percentage of College Ready Pupils increased 4.5% to 36.1% as reported on the California School Dashboard.  ELA College Ready 18.42% (+2.73%)  Approaching 27.89% (-7.4%)  Math College Ready 4.26 (-0.97%)  Approaching 12.23 (0.84%)</td>
</tr>
<tr>
<td><strong>7.A A Broad Course of Study</strong></td>
<td><strong>18-19</strong> 100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.</td>
<td><strong>7.A A Broad Course of Study</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td>100% of students continued to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.</td>
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<td>Expected</td>
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<td>7.A All students continued to have access to a broad course of study,</td>
<td>7.B Programs/Services for Unduplicated</td>
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<td>including, courses in CTE, Visual and Performing Arts, verified by</td>
<td>In addition to having access to a broad course of study as identified in</td>
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<tr>
<td>CALPADS.</td>
<td>7A, 100% of unduplicated students had access to designated and integrated</td>
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<td></td>
<td>ELD instruction and intervention programs.</td>
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<td><strong>Metric/Indicator</strong></td>
<td><strong>Baseline</strong></td>
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<tr>
<td>7.B Programs/Services for Unduplicated</td>
<td>7.B Unduplicated students continued to have access to a broad course of</td>
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<td><strong>18-19</strong></td>
<td>study, including access to designated ELD instruction and intervention</td>
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<td>programs, verified by CALPADS.</td>
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<td><strong>Baseline</strong></td>
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<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>7.C Programs/Services for Exceptional Students</strong></td>
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<tr>
<td>7.C Programs/Services for Exceptional Students</td>
<td>In addition to having access to a broad course of study as identified in</td>
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<td><strong>18-19</strong></td>
<td>7A, 100% of students with exceptional needs will received push in/pull out</td>
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<td>services guided by the goals and objectives documented in the student's</td>
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<td>IEP.</td>
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<td><strong>Baseline</strong></td>
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<tr>
<td><strong>Metric/Indicator</strong></td>
<td>**8. District Math assessment data in unreliable and the district is</td>
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<tr>
<td>7.B Programs/Services for Unduplicated</td>
<td>reviewing the alignment of the math assessment to instruction over</td>
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<td><strong>18-19</strong></td>
<td>trimesters.</td>
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<td>District Writing Assessment baseline data will be determined after</td>
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<td>implementation of Illuminate assessment system at the start of the</td>
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<td>2019-20 school year.</td>
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<td><strong>Baseline</strong></td>
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<tr>
<td><strong>Metric/Indicator</strong></td>
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<tr>
<td>8. Pupil Outcomes</td>
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<td><strong>18-19</strong></td>
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<tr>
<td><strong>Baseline</strong></td>
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</tbody>
</table>
District Writing Assessment baseline data will 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**

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

Benefits for Lead Technician, Technician, and Educational Technology Support Specialist: 3000-3999: Employee Benefits Supplemental and Concentration 58,140

Benefits for Lead Technician, Technician, and Educational Technology Support Specialist: 3000-3999: Employee Benefits LCFF Supplemental and Concentration 78,505

Salaries for TILS (site-based support offered by teachers): 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,140

Salaries for TILS (site-based support offered by teachers): 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 7,000

Benefits for TILS (site-based support offered by teachers): 3000-3999: Employee Benefits Supplemental and Concentration 2,142

Benefits for TILS (site-based support offered by teachers): 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,140
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2.1819</strong> Maintain instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refresh obsolete equipment.</td>
<td>Maintained the renewal and updating of instructional technology hardware such as Chromebooks, laptops, desktops, tablets, and peripheral devices. Refreshed obsolete equipment.</td>
<td>Cost of repair and replacement of technology hardware. 4000-4999: Books And Supplies Supplemental and Concentration 180,000</td>
<td>Cost of repair and replacement of technology hardware. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 180,000</td>
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</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3.1819</strong> Continue contracted services for the District data management software program (Illuminate).</td>
<td>Continued contracted services for the District data management software program (Illuminate).</td>
<td>Illuminate Contract Cost: 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 14,838</td>
<td>Illuminate Contract Cost: 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 13,500</td>
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### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4.1819</strong> 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.</td>
<td>Provided students with extended learning opportunities and interventions, before and after school and during summer school (Linden Success Shop). Provided 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.</td>
<td>Compensation for teachers administering Linden Success Shop. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,120</td>
<td>Compensation for teachers administering Linden Success Shop. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 50,120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits for teachers administering Linden Success Shop. 3000-3999: Employee Benefits</td>
<td>Benefits for teachers administering Linden Success Shop. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9,860</td>
</tr>
<tr>
<td>Action 5</td>
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<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
</tr>
<tr>
<td>1.5.1819 Provide two Title I Instructional Coaches.</td>
<td>Provided one Title I Instructional Coach (one of Instructional Coaches resigned at the end of the 2017-18 school year).</td>
<td>Salaries for Title I TOSA's: 1000-1999: Certificated Personnel Salaries Title I 194,843</td>
<td>Salaries for Title I TOSA's: 1000-1999: Certificated Personnel Salaries Title I 99,001</td>
</tr>
<tr>
<td><strong>Action 6</strong></td>
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<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
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<td></td>
<td></td>
<td>Benefits for Title I TOSA's: 3000-3999: Employee Benefits Title I 50,915</td>
<td>Benefits for Title I TOSA's: 3000-3999: Employee Benefits Title I 28,437</td>
</tr>
</tbody>
</table>
1.6.1819
Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).

<table>
<thead>
<tr>
<th>Provided Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).</th>
<th>Salaries for teachers/substitutes who participate in professional learning: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,009</th>
<th>Salaries for teachers/substitutes who participate in professional learning: 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 13,556</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salaries for classified staff who participate in professional learning: 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</td>
<td>Salaries for classified staff who participate in professional learning: Not Applicable Not Applicable NA</td>
</tr>
<tr>
<td></td>
<td>Educator Effectiveness Funds 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,400</td>
<td>Educator Effectiveness Funds 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</td>
</tr>
<tr>
<td></td>
<td>Professional development for ELA and Mathematics teachers to address the unique needs of students with disabilities. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000</td>
<td>Professional development for ELA and Mathematics teachers to address the unique needs of students with disabilities. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 8,663</td>
</tr>
<tr>
<td></td>
<td>Continued work with the International Center for Leadership in Education to create LUSD instructional calendars and benchmark examinations in NGSS and Social Studies. 5800: Professional/Consulting Services And Operating Expenditures</td>
<td>Continued work with the International Center for Leadership in Education to create LUSD instructional calendars and benchmark examinations in NGSS and Social Studies. 5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Action 7</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.7.1819</td>
<td>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.</td>
<td>Provided seventh grade students that qualified, an opportunity to enroll in accelerated mathematics and to eight grade students that qualified, an opportunity to enroll in Integrated Mathematics I.</td>
</tr>
<tr>
<td>Action 8</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
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</tr>
<tr>
<td>1.8.1819</td>
<td>Provide special education services.</td>
<td>Provided Special Education Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9.1819</td>
<td>Provide AP training to applicable staff.</td>
<td>AP training did not occur this year.</td>
<td>Cost of AP trainings: 5000-5999: Services And Other Operating Expenditures Base 1,000</td>
<td>Cost of AP trainings: 5000-5999: Services And Other Operating Expenditures LCFF Base 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 10</th>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10.1819</td>
<td>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.</td>
<td>Continued 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.</td>
<td>AVID District Director's Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 91,393</td>
<td>AVID District Director's Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 88,758</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVID District Director's Benefits 3000-3999: Employee Benefits</td>
<td>AVID District Director's Benefits 3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>Action 11</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td>1.11.1819</td>
<td>Support and fund career readiness programs and maintain 10 existing pathways.</td>
<td>Continued to support and fund career readiness programs and 10 pathways</td>
<td>Salaries for LHS teachers who teach CTE courses. 1000-1999: Certificated Personnel Salaries Base 345,277</td>
<td>Salaries for LHS teachers who teach CTE courses. 1000-1999: Certificated Personnel Salaries LCFF Base 218,596</td>
</tr>
</tbody>
</table>

<p>| College Tutors Compensation 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,687 | Supplemental and Concentration 25,090 | LCFF Supplemental and Concentration 25,090 |
| Summer AVID Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,440 | Supplemental and Concentration 25,090 | LCFF Supplemental and Concentration 25,090 |
| AVID Membership Dues 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,596 | Supplemental and Concentration 25,090 | LCFF Supplemental and Concentration 25,090 |
| AVID Weekly 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,280 | Supplemental and Concentration 25,090 | LCFF Supplemental and Concentration 25,090 |
| AVID Travel (Excluding Registration Fees) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000 | Supplemental and Concentration 25,090 | LCFF Supplemental and Concentration 25,090 |</p>
<table>
<thead>
<tr>
<th>Action 12</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.12.1819</td>
<td>Staffing for the educational program.</td>
<td>Continued staffing for the educational program</td>
<td>Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses. 1000-1999: Certificated Personnel Salaries Base 6,238,599</td>
<td>Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses. 1000-1999: Certificated Personnel Salaries LCFF Base 6,786,938</td>
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<tr>
<td></td>
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<td></td>
<td>Corresponding classified employees salaries. 2000-2999: Classified Personnel Salaries Base 1,981,792</td>
<td>Corresponding classified employees salaries. 2000-2999: Classified Personnel Salaries LCFF Base 3,963,340</td>
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<tr>
<td></td>
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<td></td>
<td>Benefits for above-mentioned staff: 3000-3999: Employee Benefits Base 2,496,737</td>
<td>Benefits for above-mentioned staff: 3000-3999: Employee Benefits LCFF Base 2,221,060</td>
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<thead>
<tr>
<th>Action 13</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td>1.13.1819</td>
<td>Stipend for exceeding class size per contract.</td>
<td>Provided stipend for exceeding class size</td>
<td>Salaries for teachers receiving the stipend: 1000-1999: Certificated Personnel Salaries Base 5,000</td>
<td>Salaries for teachers receiving the stipend: 1000-1999: Certificated Personnel Salaries LCFF Base 5,000</td>
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<td></td>
<td>Benefits for teachers receiving the stipend: 3000-3999: Employee Benefits Base 1,500</td>
<td>Benefits for teachers receiving the stipend: 3000-3999: Employee Benefits LCFF Base 1,500</td>
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<table>
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<th>Action 14</th>
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<tr>
<td></td>
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<td></td>
<td>Benefits for above-mentioned staff: 3000-3999: Employee Benefits Base 1,500</td>
<td>Benefits for above-mentioned staff: 3000-3999: Employee Benefits LCFF Base 1,500</td>
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<tr>
<td>Action 15</td>
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<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Provided certificated staff 3 non-student professional development days district-wide to improve instruction to principally serve low income, foster youth, and English learner students</td>
<td>Salaries for teachers attending PD days: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,623</td>
<td>Salaries for teachers attending PD days: 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 103,642</td>
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<tr>
<td><strong>Action 16</strong></td>
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<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td>1.15.1819 Provide College and Career Center staff to support advising of K-12 students.</td>
<td>Provided College and Career Center staff to support advising of K-12 students.</td>
<td>Salaries for College and Career Center staff: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,847</td>
<td>Salaries for College and Career Center staff: 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 80,979</td>
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<tr>
<td><strong>Action 17</strong></td>
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<td><strong>Budgeted Expenditures</strong></td>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
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<tr>
<td>1.16.1819 Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.</td>
<td>Upgraded internet infrastructure to support 1:1 student computer usage.</td>
<td>Cost of internet infrastructure upgrades: 4000-4999: Books And Supplies Supplemental and Concentration 200,000</td>
<td>Cost of internet infrastructure upgrades: 4000-4999: Books And Supplies LCFF Supplemental and Concentration 180,000</td>
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<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td>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.)</td>
<td>Upgraded network equipment to support 1:1 student computer usage.</td>
<td>Cost of network equipment upgrades: 4000-4999: Books And Supplies Supplemental and Concentration 200,000</td>
<td>Cost of network equipment upgrades: 4000-4999: Books And Supplies LCFF Supplemental and Concentration 81,000</td>
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<tr>
<td>Action 18</td>
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<td>Estimated Actual Expenditures</td>
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<tr>
<td>1.18.1819 Expand ELP program and provide additional support for VAPA programs (encompasses A/S 1.18.1718, A/S 1.19.1718, 1.20.1718 and adds additional support for Music and ELP programs).</td>
<td>Expanded the ELP program and provide additional support for VAPA programs.</td>
<td>Provide materials and supplies to support the Theatre program. 4000-4999: Books And Supplies Supplemental and Concentration 20,000</td>
<td>Provided materials and supplies to support the Theatre program. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 18,378</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Provided materials and supplies to support instruction in Art. 4000-4999: Books And Supplies Supplemental and Concentration 15,000</td>
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<td></td>
<td>Provided materials and supplies to support instruction in music (most purchases to support the music program represent one-time purchases). 4000-4999: Books And Supplies Supplemental and Concentration 25,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Provided materials and supplies to support instruction in music (most purchases to support the music program represent one-time purchases). 4000-4999: Books And Supplies LCFF</td>
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<tr>
<td>Action 19</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
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<tr>
<td></td>
<td>1.19.1819 Addressed in A/S</td>
<td>N/A</td>
<td>4000-4999: Books And Supplies Supplemental and Concentration 0</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Action 20</th>
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<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>4000-4999: Books And Supplies Supplemental and Concentration N/A</td>
<td>0</td>
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</table>
### Action 21

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1.21.1819
Hire a Certified Athletic Trainer for Linden High School to provide additional services to students. | Hired a Certified Athletic Trainer for Linden High School to provide additional services to students. | Contracted amount for a Certified Athletic Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,000 | Athletic Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,000 |
| | | Taping table, materials and supplies for one school year. 4000-4999: Books And Supplies Supplemental and Concentration 2,500 | |
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.

Overall, all actions and services addressed in this goal were implemented to allow all students engage in learning from qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready. However, only one Title I Instructional Coach (TOSA) was employed during the 2018-19 school year (a/s 1.5) due to resignation of the other Coach at the end of 2017-18 school year and the lack of qualified candidates to fill the position. In addition, we struggled with the implementation of mathematics benchmark examinations. LHS staff did not participate in AP training in 2018-2019.

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

As demonstrated by the increased percentage of Linden students deemed college and career ready, (36.1%, an increase of 4.5%) the actions/services to achieve this articulated goal were effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district determined that material differences were defined as exceeding either 20% or $30,000 on total expenses of each action item. Material difference also included any item with no estimated actual expenditures, regardless of the percentage or dollar amount difference. The $30,000 difference was based on approximately one percent of the total Supplemental Concentration funds budgeted in 2018-2019.

<table>
<thead>
<tr>
<th>Goal/Action Summary Desc</th>
<th>Budgeted</th>
<th>Est Actual</th>
<th>Difference</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Maintain IT Support</td>
<td>260,306</td>
<td>227,151</td>
<td>(33,155)</td>
<td>-13%</td>
</tr>
<tr>
<td>One of staff was out on sick leave for an extended period of time.</td>
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</tr>
<tr>
<td>1.5 Instructional Coaches</td>
<td>245,758</td>
<td>127,437</td>
<td>(118,321)</td>
<td>-48%</td>
</tr>
<tr>
<td>Filled only one of the two positions for the Instructional Coaches as the district was ramping up the system of improved instructional support</td>
<td></td>
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</tr>
<tr>
<td>1.6 Prof learning opportunities</td>
<td>190,129</td>
<td>66,939</td>
<td>(123,190)</td>
<td>-65%</td>
</tr>
<tr>
<td>Several NGSS-related contracts were not implemented as the timeframe for NGSS adoption has changed countywide.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.8 Special Education</td>
<td>1,468,797</td>
<td>1,550,000</td>
<td>81,203</td>
<td>6%</td>
</tr>
<tr>
<td>Salary increases were not reflected in the budgeted amount.</td>
<td></td>
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</tr>
</tbody>
</table>
1.9 AP training 1,000 (1,000) -100%
External district-paid AP professional development was not offered due to lack of demand; AP teachers collaborated as needed.

1.11 Career Readiness 440,989 290,891 (150,098) -34%
The initially-budgeted figure was overstated.

1.12 Educational Programs 10,727,128 12,971,338 2,254,210 21%
The cost of the classified staff was greater than the estimate that was prepared the two year's before the actual costs. Numbers of staff, staff salary increases, and better budget numbers resulted in an increase in the costs.

1.17 Update network 200,000 81,000 (119,000) -60%
Remaining funds will be utilized during the 2019-20 school year.

1.18 Expand ELP and VAPA 257,500 129,620 (127,880) -50%
The program was not fully expanded due to lack of qualified candidates.

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.

Since, AMAO indicators are no longer available, the percentage of English Learner demonstrating progress will be measured by the English Language Proficiency Assessments for California (ELPAC) as reported on the California School Dashboard.

A.S 1.19 is modified to allow the athletic trainer to expand coverage thru the spring sports.

Metric 4D: EL progress is modified to reflect the change from AMAO to ELPAC. The change will include establishing new baseline data.
**Annual Update**

**LCAP Year Reviewed:** 2018-19

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

**Goal 2**

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:**

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

**Local Priorities:**

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.A</strong> Efforts by district to seek parent input.</td>
<td></td>
</tr>
</tbody>
</table>

**18-19**

Promote/increase parental participation in District and Site based Stakeholder meetings.

**Baseline**

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.

**Metric/Indicator**

|----------------------------------------|

**18-19**

Promote/increase parental participation in ELAC, DELAC and Title I committees.

**Baseline**

3.B: Encouraged parents to participate in ELAC, DELAC and Title I committees.

**Metric/Indicator**

| 3.A Efforts by district to seek parent input. |

**Actual**

The district continued to promote/increase parental participation in District and Site based Stakeholder meetings. Multiple parents joined the district's Safety Committee that led to adoption of HEROES Safe Kids curriculum.

**Metric/Indicator**


**Actual**

Site administrators continued to promote/increase parental participation in ELAC, DELAC and Title I committees.
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator 3.C Parent participation - exceptional needs.</td>
<td>18-19 Promote/increase parental participation in their child's IEP, SST, and 504 meetings.</td>
<td>3.C Parent participation - exceptional needs. Staff continued promoting parental participation in their child's IEP, SST, and 504 meetings.</td>
</tr>
<tr>
<td>Metric/Indicator 5.A School attendance</td>
<td>18-19 Increase the student attendance rate.</td>
<td>5.A 2018-19 attendance rate was 92.4% as demonstrated on the Aeries P2 Report.</td>
</tr>
<tr>
<td>Metric/Indicator 5.B Chronic absenteeism</td>
<td>18-19 Decrease the Chronic absenteeism rate.</td>
<td>5.B Chronic absenteeism. Decreased the Chronic absenteeism rate by 1.5% to 7.6% as demonstrated on the California School Dashboard.</td>
</tr>
<tr>
<td>Metric/Indicator 5.C Middle school dropout rate</td>
<td>18-19 Maintain / decrease the Middle School dropout rate at 0%.</td>
<td>5.C Middle school dropout rate. 2016-17 Middle School dropout rate, as verified by DataQuest, increased due to 1 middle school student dropout.</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>5.D High school dropout rate</strong></td>
<td><strong>2016-17 Annual Adjusted Grade 9-12 Dropout Rate decreased to 0.4%, as verified by DataQuest.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td><strong>5.E High school graduation rate.</strong></td>
<td></td>
</tr>
<tr>
<td>Decrease the High School dropout rate.</td>
<td><strong>2017-18 High School graduation rate substantially increased 1.6% to 98.1%, as verified by California School Dashboard.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td><strong>6.A Pupil suspension rate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.D:</strong> 2015-16 High School dropout rate decreased to 2.3%, as verified by DataQuest. (14/15 baseline data: 4.6%-12 dropouts 15/16 2.3%-12)</td>
<td><strong>2017-18 percentage of students suspended at least once increased 1.2% to 5.7%, as verified by California School Dashboard.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>6.B Pupil expulsion rate</strong></td>
<td></td>
</tr>
<tr>
<td>5.E High school graduation rate</td>
<td><strong>2017-18 expulsion rate increased from 0.21% in 2016-17 to 0.34%, as reported by DataQuest.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td><strong>The CHKS survey is administered every other year. The most recent CHKS data is from 2017-18 and can be found in the update of the 2018-2019 LCAP., pg. 25.</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the High School graduation rate.</td>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.E:</strong> 2015-16 High School graduation rate substantially increased to 93%, as verified by CALPADS. (14/15 baseline data: 89.95%; 15/16 93%)</td>
<td><strong>6.C Other local measures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.A Pupil suspension rate</strong></td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Decrease the suspension rate.</td>
<td><strong>Metric/Indicator</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.A:</strong> 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.)</td>
<td><strong>6.B Pupil expulsion rate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.B Pupil expulsion rate</strong></td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td>Decrease the expulsion rate.</td>
<td><strong>6.C Other local measures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.B:</strong> 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.)</td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>6.C Other local measures</strong></td>
<td></td>
</tr>
<tr>
<td>6.C Other local measures</td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CHKS survey is administered every other year. The most recent CHKS data is from 2017-18 and can be found in the update of the 2018-2019 LCAP., pg. 25.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**Baseline**

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 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%).

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.

**Metric/Indicator**

**Actions / Services**

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

**Action 1**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1819</strong></td>
<td>Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.</td>
<td>Provided multiple parent education nights addressing topics such as: attendance, health, learning strategies.</td>
<td>Salaries for teachers participating in the administration of parent nights / parent university:</td>
<td>Salaries for teachers participating in the administration of parent nights / parent university: 1000-</td>
</tr>
<tr>
<td>Benefits for teachers participating in the administration of parent nights / parent university: 3000-3999: Employee Benefits Supplemental and Concentration 98</td>
<td>Benefits for teachers participating in the administration of parent nights / parent university: 3000-3999: Employee Benefits LCFF Supplemental and Concentration 120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies for conducting parent nights / parent university: 4000-4999: Books And Supplies Supplemental and Concentration 600</td>
<td>Supplies for conducting parent nights / parent university: 4000-4999: Books And Supplies LCFF Supplemental and Concentration 450</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1819 Continue to provide a family liaison/translator at each elementary site, daily for 2 hours, translator for parent nights, and a bilingual aide at LHS.</td>
<td>Maintained to provide translation services districtwide.</td>
<td>Salary for family liaison / district translator: 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,506</td>
<td>Salary for family liaison / district translator: 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 16,332</td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1819 Provide safe and clean facilities</td>
<td>Provided safe and clean facilities</td>
<td>Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books And Supplies Base 235,389</td>
<td>Provide repairs, equipment and address cleanliness from the prioritized list. 4000-4999: Books</td>
</tr>
</tbody>
</table>
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1819 Provide a School Resource Deputy and continue implementation of the No Bully program to support reduction in chronic absenteeism rates and improved school climate.</td>
<td>Provided a School Resource Deputy and continued implementation of the No Bully program to support reduction in chronic absenteeism rates and improved school climate.</td>
<td>Contribution for SRD compensation: 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80,000</td>
<td>Contribution for SRD compensation: 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 80,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials and supplies to support &quot;No Bully” implementation. 4000-4999: Books And Supplies Supplemental and Concentration 30,000</td>
<td>Materials and supplies to support &quot;No Bully&quot; implementation. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19,862</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.1819 Maintain High School Counselor to provide social/emotional support to students. Hire counselors to maintain High School Counselor to provide social/emotional support to students. Additional counselors to provide social/emotional support for students in K-8 were not hired.</td>
<td>Maintained High School Counselor to provide social/emotional support to students. Additional counselors to provide social/emotional support for students in K-8 were not hired.</td>
<td>Salary for 1 social/emotional counselor: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 87,156</td>
<td>Salary for 1 social/emotional counselor: 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 42,000</td>
</tr>
</tbody>
</table>
provide social/emotional support for students in K-8.

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provided consistent updates to the Parent Student Portal to increase parent participation and improve school/home communication; Offer more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td>Provided consistent updates to the Parent Student Portal to increase parent participation and improve school/home communication. Continued to offer more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td>Teacher compensation for providing updates to Parent Student Portal. 1000-1999: Certificated Personnel Salaries Base 132,715</td>
<td>Teacher compensation for providing updates to Parent Student Portal. 1000-1999: Certificated Personnel Salaries LCFF Base 132,715</td>
</tr>
</tbody>
</table>
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.1819 Provide site-based nurse and a health clerk to provide direct services to students.</td>
<td>Provided site-based nurse and health clerk to provide direct services to students.</td>
<td>Nurse's Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 98,187</td>
<td>Nurse's Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 95,989</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8.1819 Continue providing an additional academic counselor.</td>
<td>Continued to provide additional academic counselor at the high school.</td>
<td>Academic Counselor's Salary 1000-1999: Certificated Personnel Salaries LCFF</td>
<td>Academic Counselor's Salary 1000-1999: Certificated Personnel Salaries LCFF</td>
</tr>
</tbody>
</table>
**Action 9**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.1819 Continue to train classified staff in CPR/First Aid and defibrillation.</td>
<td>Continued to provide staff training in CPR/First Aide and defibrillation.</td>
<td>Compensation for participating classified staff: 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,774</td>
<td>Compensation for participating classified staff: 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5,491</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits for participating classified staff: 3000-3999: Employee Benefits Supplemental and Concentration 7,894</td>
<td>Benefits for participating classified staff: 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,877</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPR/First Aid Trainers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000</td>
<td>CPR/First Aid Trainers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,866</td>
</tr>
</tbody>
</table>

**Analysis**

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

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

All actions/services to achieve the articulated goal that students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment for all students were implemented with the exception of 2.5. The two additional K-8 counselors as described in a/s 2.5 were not hired.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services to achieve the articulated goal that students, families, and community partners will be actively engaged to ensure learning in a physically and emotionally safe and positive environment were effective. Effectiveness is demonstrated by the site implementation of parent nights and training and regular scheduling of translation services. An additional LHS bilingual aide continued to provide academic support to English learners. The safety committee included two parents that participated in the adoption of the HEROES curriculum. Graduation rate increased while chronic absenteeism decreased. Parent participation is increased thru expectation of regular staff updates of the portal and additional academic counseling is provided to English learner students and families. All classified staff are trained in CPR and AED use to ensure students are protected from Sudden Cardiac Arrest.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district determined that material differences were defined as exceeding either 20% or $30,000 on total expenses of each action item. Material difference also included any item with no estimated actual expenditures, regardless of the percentage or dollar amount difference. The $30,000 difference was based on approximately one percent of the total Supplemental Concentration funds budgeted in 2018-2019.

<table>
<thead>
<tr>
<th>Goal/Action Summary Desc</th>
<th>Budget</th>
<th>Est Actuals</th>
<th>Difference</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe/clean facilities</td>
<td>1,514,880</td>
<td>1,392,737</td>
<td>(122,143)</td>
<td>-8%</td>
</tr>
<tr>
<td>HS counselors</td>
<td>111,378</td>
<td>54,600</td>
<td>(56,778)</td>
<td>-51%</td>
</tr>
<tr>
<td>CPR/First Aid</td>
<td>29,668</td>
<td>11,234</td>
<td>(18,434)</td>
<td>-62%</td>
</tr>
</tbody>
</table>

The cost of building a science lab at Glenwood school was substantially less then budgeted. The district did provide some staffing to meet this goal but did not hire the interns as planned. The district provided training but was able to provide it at less cost.

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

As described in Action 2.4.1920, the District plans to expand its PBIS program, as well as implement the following programs: HEROES, Share 911, and #ICanHelp programs.

Action 2.5.1920 is modified to hire a Social Worker.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 and events, in an effort to support in the development and implementation of the District LCAP.

The following meetings took place:

Classified Staff / Bargaining Unit: 10/18/18, 2/21/19
Parent and Community Advisory Meetings: 05/15/19, 05/16/19
Management Team: 3/14/19, 4/11/19
Student Input: 05/08/19
Certificated Staff / Bargaining Unit: 10/18/18
EL Parent Advisory Meeting*: 05/19
LUSD Board Meetings: 11/14/18, 12/12/18, 2/20/19, 4/17/19

* 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 LCAP.
Impact on LCAP and Annual Update

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

Classified Bargaining Unit Members:
Representatives met to review the LCAP actions and services and consider changes to the LCAP. The Classified Team indicated overall satisfaction with the progress on the LCAP actions and services. The Classified Team expressed its deep interest in completing the salary study and the status of negotiations.

Parent Advisory Meeting:
The parent advisory meetings were held in May of 2019. While the attendance rate was rather small, those who attended provided an extremely thoughtful and very well articulated input. Parents in attendance offered suggestions on how to increase community’s familiarity with the LCAP process and how to engage more parents in the LCAP process.

Management Team:
The members of management team reviewed the progress achieved on actions and services identified for each of the LCAP goals. The Management Team indicated overall satisfaction with the progress on the LCAP actions and services.

Student Input:
Linden High School students (9th grade AVID) engaged in a forty-minutes long dialog on the district’s LCAP, annual update, and actions / services. The students offered input in the following two areas: technology and facilities. The students expressed overall satisfaction with the Chromebook distribution (A/S 1.2); The students also noted progress made towards bathroom remodeling at Linden High School (A/S 2.3).

Certificated Bargaining Unit:
During the meeting with the members of the certificated bargaining unit, the teachers communicated their ongoing concerns regarding technology support. Suggestions were made on delineating the roles and responsibilities of site-based technology liaisons (TILS) and the district technicians (A/S 1.2).

EL Parent Advisory:
Last LUSD DELAC meeting was attended by approximately 50 family members. The DELAC president shared the LCAP goals and the parent survey results with the group; DELAC participants affirmed their support for ongoing digital device distribution and refresh processes (A/S 1.2) and offered input on expanding DELAC membership.

LUSD Board Meetings:
Linden Unified School District Trustees: Trustees received regular and consistent updates during regular Board meetings and had opportunity to seek clarification and ask questions. As performance indicators and other data became available, Trustees were updated on the LUSD progress towards meeting its LCAP goals during multiple robust questioning sessions.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 1

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

Local Priorities:

Identified Need:

Stakeholders reviewed the local data; CAASPP results, Fall 2018 California School Dashboard, Facilities Inspection Tool, School Accountability Report Cards, AP exams data and the list of available CTE pathways, and determined our need to continue with:

- build deep content understanding of the standards in Math and ELA/ELD
- effective instructional strategies to address the learning needs of all students
- all students needs to be proficient in California standards and be college and career ready
- develop a prioritized list to maintain the physical safety, cleanliness and maintenance of all school sites

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriately assigned and fully credentialed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.B Access to Instructional Materials</td>
<td>subject areas and for pupils they are teaching, verified by CALPADS.</td>
<td>credentialed in subject areas and for pupils they are teaching.</td>
<td>subject areas and for pupils they are teaching.</td>
<td>subject areas and for pupils they are teaching.</td>
</tr>
<tr>
<td>1.C Facilities Are Maintained</td>
<td>1.C 100% of school facilities were maintained in good repair, verified by the District FIT report.</td>
<td>1.C 100% of school facilities will be maintained in good repair.</td>
<td>100% of school facilities will be maintained in good repair.</td>
<td>100% of school facilities will be maintained in good repair.</td>
</tr>
<tr>
<td>2.A Implementation of SBE-Adopted Standards</td>
<td>2.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)</td>
<td>2.A The District is fully committed to adhering to the State Board of Education Adoption Calendar and will continue to adopt curriculum aligned to California Standards and approved by the State Board of Education.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2.B How Programs/Services Enable ELs to Access CA and ELD Standards</td>
<td>2.B Designated ELD instruction was offered to English learners, 30 minutes, daily. Integrated ELD instruction was offered daily during English Language Arts instruction.</td>
<td>2.B The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English</td>
<td>The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English</td>
<td>The District will continue to offer Designated ELD instruction to English learners, 30 minutes, daily and Integrated ELD instruction daily during English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>4.A Statewide Assessments</td>
<td>4.A CAASPP Smarter Balanced Student Test Results for the 15-16 reporting year, indicated:</td>
<td>4.A Student scores on statewide assessments will increase.</td>
<td>Student scores on statewide assessments will increase.</td>
<td>Student scores on statewide assessments will increase.</td>
</tr>
<tr>
<td>English Language Arts:</td>
<td>Standard Exceeded: 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Met: 31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Nearly Met: 29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Not Met: 28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td>Standard Exceeded: 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Met: 19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Nearly Met: 34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Not Met: 36%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Standards Test in Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>4.B API</td>
<td>4.B API has been suspended and replaced with the California School Dashboard.</td>
<td>4.B n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>4.C A-G Completion</td>
<td>4.C 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%)</td>
<td>4.C 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

(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%
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.D EL Progress</td>
<td>4.D AMAO 1: The percentage of English learners learning English decreased by 4%, verified by CELDT. (15/16: 53.5% met AMAO 1)</td>
<td>4.D AMAO indicators are no longer available. The percentage of English Learner demonstrating progress, as reported on the California School Dashboard, will be utilized instead (72.4% in 2017).</td>
<td>AMAO indicators are no longer available. The percentage of English Learner demonstrating progress, as reported on the California School Dashboard, will be utilized instead (72.4% in 2017).</td>
<td>The percentage of English Learners demonstrating progress, as reported on the California School Dashboard.</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.E EL Reclassification Rate</td>
<td>4.E Reclassification rates increased by 6.7%. (15/16: 13.0% reclassified)</td>
<td>4.E EL Reclassification rates will increase.</td>
<td>EL Reclassification rates will increase.</td>
<td>EL Reclassification rates will increase.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>4.F % of Students Passing AP Exams</td>
<td>4.F The percentage of students who have passed an advanced placement examination with a 3 or higher was 63%, verified by College Board reporting.</td>
<td>4.F The percentage of students who pass an advanced placement examination with a 3 or higher will increase.</td>
<td>The percentage of students who pass an advanced placement examination with a 3 or higher will increase.</td>
<td>The percentage of students who pass an advanced placement examination with a 3 or higher will increase.</td>
</tr>
<tr>
<td>4.G % of College Ready Pupils</td>
<td>4.G The percentage of students who demonstrate college preparedness (SBAC/EAP) verified by Aeries Dashboard. (15/16: 14% ELA and 7.4% Math)</td>
<td>4.G Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).</td>
<td>Increase the percentage of students who demonstrate college preparedness (SBAC/EAP).</td>
<td>Increase the percentage of students who demonstrate college preparedness (CAASPP).</td>
</tr>
<tr>
<td>7.A A Broad Course of Study</td>
<td>7.A All students continued to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts, verified by CALPADS.</td>
<td>7.A 100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.</td>
<td>100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.</td>
<td>100% of students will continue to have access to a broad course of study, including, courses in CTE, Visual and Performing Arts.</td>
</tr>
<tr>
<td>7.B Programs/Services for Unduplicated</td>
<td>7.B 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.</td>
<td>7.B 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>7.C Programs/Services for Exceptional Students</td>
<td>7.C 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.</td>
<td>7.C 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>8. Pupil Outcomes</td>
<td>8. District Math assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year. District Writing Assessment baseline data will be determined after implementation of Illuminate assessment system at the start of the 2017-18 school year.</td>
<td>8. The percentage of students who pass the District Math Assessment will increase. Baseline data will be established in 2018-2019.</td>
<td>The percentage of students who pass the District Math Assessment will increase. Baseline data will be established for District Math Assessment</td>
<td>Baseline data will be established for District Writing Assessments and District Math Assessments.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
[Add Students to be Served selection here]

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

### OR

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

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

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

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

**Actions/Services**

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

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

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

2017-18 Actions/Services  
1.1.1718  
Maintain and increase site-level technology support. Keep Lead Technician and Technician. Hire an additional (third) IT staff, Educational Technology Support Specialist.

2018-19 Actions/Services  
1.1.1819  
Maintain IT support.

2019-20 Actions/Services  
1.1.1920  
Maintain IT support.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>131,767</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td>2018-19</td>
<td>192,884</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td>2019-20</td>
<td>196,742</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td></td>
<td>39,530</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Benefits for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td></td>
<td>58,140</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Benefits for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td></td>
<td>59,303</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Benefits for Lead Technician, Technician, and Educational Technology Support Specialist:</td>
</tr>
<tr>
<td></td>
<td>9,892</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for TILS (site-based support offered by teachers):</td>
</tr>
<tr>
<td></td>
<td>7,140</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for TILS (site-based support offered by teachers):</td>
</tr>
<tr>
<td></td>
<td>6,078</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Salaries for TILS (site-based support offered by teachers):</td>
</tr>
<tr>
<td></td>
<td>7,499</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Benefits for TILS (site-based support offered by teachers):</td>
</tr>
<tr>
<td></td>
<td>2,142</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
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<td></td>
<td>N/A</td>
<td>Benefits for TILS (site-based support offered by teachers):</td>
</tr>
<tr>
<td></td>
<td>2,185</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Benefits for TILS (site-based support offered by teachers):</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

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

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

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

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

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

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

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

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>115,000</td>
<td>180,000</td>
<td>165,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

### Actions/Services

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

Modified Action

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>14,838</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>2018-19</td>
<td>14,838</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>2019-20</td>
<td>14,838</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>5000-5999: Services And Other Operating Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Illuminate Contract Cost:</td>
</tr>
</tbody>
</table>

### Action 4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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.

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

Unchanged Action

2018-19 Actions/Services

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.

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

Unchanged Action

2019-20 Actions/Services

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.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>80,000</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries Compensation for teachers administering Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>24,000</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits Benefits for teachers administering Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>15,300</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits Benefits for teachers administering Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>35,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Supplies needed to administer Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Supplies needed to administer Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>5,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies Supplies needed to administer Linden Success Shop.</td>
</tr>
<tr>
<td></td>
<td>30,000</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures Science Camp and Transportation Excepences</td>
</tr>
<tr>
<td></td>
<td>66,452</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures Science Camp Registration Fees</td>
</tr>
<tr>
<td></td>
<td>66,452</td>
<td>Supplemental and Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures Science Camp Registration Fees</td>
</tr>
</tbody>
</table>
### Action 5

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

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

OR

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

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

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

### Amount

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>7,882</td>
<td>7,882</td>
</tr>
<tr>
<td>N/A</td>
<td>24,024</td>
<td>24,024</td>
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</table>

### Source

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Budget Reference

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>5000-5999: Services And Other Operating Expenditures Transportation Expenses - Science Camp</td>
<td>5000-5999: Services And Other Operating Expenditures Transportation Expenses - Science Camp</td>
</tr>
<tr>
<td>N/A</td>
<td>5000-5999: Services And Other Operating Expenditures Transportation Expenses - Intra/Extra Curricular</td>
<td>5000-5999: Services And Other Operating Expenditures Transportation Expenses - Intra/Extra Curricular</td>
</tr>
</tbody>
</table>
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>183,000</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries N/A</td>
<td>56,730</td>
<td>Title I</td>
<td>3000-3999: Employee Benefits N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>194,843</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries for Tile I TOSA's:</td>
<td>50,915</td>
<td>Title I</td>
<td>3000-3999: Employee Benefits for Tile I TOSA's:</td>
</tr>
<tr>
<td>2019-20</td>
<td>198,739</td>
<td>Title I</td>
<td>1000-1999: Certificated Personnel Salaries for Tile I TOSA's:</td>
<td>51,933</td>
<td>Title I</td>
<td>3000-3999: Employee Benefits for Tile I TOSA's:</td>
</tr>
</tbody>
</table>

**Action 6**

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

- **Students to be Served:**
  - (Select from All, Students with Disabilities, or Specific Student Groups)
  > [Add Students to be Served selection here]

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

**OR**

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

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

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

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

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>8,500</td>
<td>4,009</td>
<td>17,145</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Salaries for teachers/substitutes who participate in professional learning:</td>
<td>Salaries for teachers/substitutes who participate in professional learning:</td>
</tr>
<tr>
<td>Amount</td>
<td>500</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Salaries for classified staff who participate in professional learning:</td>
<td>Salaries for classified staff who participate in professional learning:</td>
</tr>
<tr>
<td>Amount</td>
<td>2,529</td>
<td>1,326</td>
<td>1,353</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Benefits for teachers/substitutes who participate in professional learning:</td>
<td>Benefits for teachers/substitutes who participate in professional learning:</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

1.6.1920 Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).
<table>
<thead>
<tr>
<th>Amount</th>
<th>64,000</th>
<th>12,400</th>
<th>12,400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Other</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Funds</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Funds</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Funds</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable N/A</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional development for ELA and Mathematics teachers to address the unique needs of students with disabilities.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional development for ELA and Mathematics teachers to address the unique needs of students with disabilities.</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>42,500</td>
<td>42,500</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Not Applicable N/A</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Continued work with the International Center for Leadership in Education to create LUSD instructional calendars and benchmark examinations in NGSS and Social Studies.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Continued work with the International Center for Leadership in Education to create LUSD instructional calendars and benchmark examinations in NGSS and Social Studies.</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>52,500</td>
<td>53,550</td>
</tr>
<tr>
<td>Source</td>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>N/A</td>
<td>15,750</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Supplemental and Concentration</td>
<td>N/A</td>
<td>16,065</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Supplemental and Concentration</td>
<td>N/A</td>
<td>23,644</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Supplemental and Concentration</td>
<td>N/A</td>
<td>28,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 7**

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

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Schools: Glenwood, Waterloo, Waverly</td>
</tr>
<tr>
<td>Specific Grade Spans: 7th grade, 8th grade</td>
</tr>
</tbody>
</table>

**OR**

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

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>27,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>23,903</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Stipends for teachers of accelerated mathematics courses:</td>
</tr>
<tr>
<td>2019-20</td>
<td>24,381</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Stipends for teachers of accelerated mathematics courses:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>6,500</td>
<td>Base</td>
<td>3000-3999: Employee Benefits N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>7,171</td>
<td>Base</td>
<td>3000-3999: Employee Benefits for teachers of accelerated mathematics courses:</td>
</tr>
<tr>
<td>2019-20</td>
<td>7,314</td>
<td>Base</td>
<td>3000-3999: Employee Benefits for teachers of accelerated mathematics courses:</td>
</tr>
<tr>
<td>Amount</td>
<td>3,000</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
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<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td>Supplies for accelerated mathematics courses:</td>
<td>Supplies for accelerated mathematics courses:</td>
</tr>
</tbody>
</table>

**Action 8**

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

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

- Students with Disabilities

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

- All Schools

**OR**

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

**Actions/Services**

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

- Unchanged Action

- 2017-18 Actions/Services

1.8.1718 Provide special education services.

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

- Unchanged Action

- 2018-19 Actions/Services

1.8.1819 Provide special education services.

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

- Unchanged Action

- 2019-20 Actions/Services

1.8.1920 Provide special education services.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1,311,368</td>
<td>Base</td>
<td>Not Applicable General Fund Contribution (Object 8980)</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,468,797</td>
<td>Base</td>
<td>Not Applicable General Fund Contribution (Object 8980)</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,585,466</td>
<td>Base</td>
<td>Not Applicable General Fund Contribution (Object 8980)</td>
</tr>
</tbody>
</table>

**Action 9**

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

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

| All |

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

| Specific Schools: Linden HS |

**OR**

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| Unchanged Action |

2017-18 Actions/Services

| 1.9.1718 Provide AP training to applicable staff. |

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

| Unchanged Action |

2018-19 Actions/Services

| 1.9.1819 Provide AP training to applicable staff. |

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

| Unchanged Action |

2019-20 Actions/Services

| 1.9.1920 Provide AP training to applicable staff. |

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Action 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Continue support and expansion of the AVID program including salary for a full</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Continue support and expansion of the AVID program including salary for a full</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Continue support and expansion of the AVID program including salary for a full</td>
</tr>
</tbody>
</table>

**Action 10**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

<table>
<thead>
<tr>
<th>Schoolwide</th>
</tr>
</thead>
</table>

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

| Specific Schools: Linden High School, Waterloo, Waverly, and Glenwood schools Specific Grade Spans: Grades 6-12 |

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

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

2017-18 Actions/Services

| 1.10.1718 | Continue support and expansion of the AVID program including salary for a full |

2018-19 Actions/Services

| 1.10.1819 | Continue support and expansion of the AVID program including salary for a full |

2019-20 Actions/Services

| 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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>Salary increase from 2016-17 includes a prep buyout (0.2) to perform the duties of the AVID District Director.</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**Action 11**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Schoolwide

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

Specific Schools: LHS
### Actions/Services

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

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

| 1.11.1718 Support and fund career readiness programs and maintain a new pathway. | 1.11.1819 Support and fund career readiness programs and maintain 10 existing pathways. | 1.11.1920 Support and fund career readiness programs and maintain 10 existing pathways. |

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>408,452</td>
<td>345,277</td>
<td>352,183</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>61,266</td>
<td>95,712</td>
<td>97,626</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Action 12

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

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

| All |

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

| All Schools |

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

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

### Actions/Services

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

- 1.12.1718
  - Staffing for the educational program.

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

- 1.12.1819
  - Staffing for the educational program.

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

- 1.12.1819
  - Staffing for the educational program.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>6,174,850</td>
<td>6,238,599</td>
<td>6,363,371</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.</td>
<td>1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.</td>
<td>1000-1999: Certificated Personnel Salaries Includes salaries for all teachers except for those teaching AVID (full time) and CTE courses.</td>
</tr>
<tr>
<td>Amount</td>
<td>206,000</td>
<td>1,981,792</td>
<td>2,021,427</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Amount</td>
<td>1,914,255</td>
<td>2,496,737</td>
<td>2,546,671</td>
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<td>--------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 13

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

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

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

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

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

**OR**

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

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

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

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

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

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

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

### Actions/Services

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

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

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

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

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

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

2017-18 Actions/Services

| 1.13.1718 Stipend for exceeding class size per contract. |

2018-19 Actions/Services

| 1.13.1819 Stipend for exceeding class size per contract. |

2019-20 Actions/Services

| 1.13.1920 Stipend for exceeding class size per contract. |

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>Salaries for teachers receiving the stipend:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>Salaries for teachers receiving the stipend:</td>
</tr>
<tr>
<td>2019-20</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>Salaries for teachers receiving the stipend:</td>
</tr>
</tbody>
</table>

**Action 14**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

| LEA-wide |

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

| All Schools |

**Actions/Services**

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

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

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td>1.14.1718 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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>103,824</td>
<td>100,623</td>
<td>102,635</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>31,147</td>
<td>30,187</td>
<td>30,791</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3000-3999: Employee Benefits N/A</td>
<td>3000-3999: Employee Benefits Benefits for teachers attending PD days:</td>
<td>3000-3999: Employee Benefits Benefits for teachers attending PD days:</td>
</tr>
</tbody>
</table>

**Action 15**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Foster Youth
- Low Income

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>2017-18 Actions/Services</strong></th>
<th><strong>2018-19 Actions/Services</strong></th>
<th><strong>2019-20 Actions/Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15.1718 Provide College and Career Center staff to support advising of K-12 students.</td>
<td>1.15.1819 Provide College and Career Center staff to support advising of K-12 students.</td>
<td>1.15.1920 Provide College and Career Center staff to support advising of K-12 students.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th><strong>Year</strong></th>
<th><strong>Amount</strong></th>
<th><strong>Source</strong></th>
<th><strong>Budget Reference</strong></th>
<th><strong>Amount</strong></th>
<th><strong>Source</strong></th>
<th><strong>Budget Reference</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>75,459</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries N/A</td>
<td>19,746</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits N/A</td>
</tr>
</tbody>
</table>

**Action 16**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

OR

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.16.1718 Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.16.1819 Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.16.1920 Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>100,000</td>
<td>200,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

Cost of internet infrastructure upgrades:
### Action 17

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

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

**OR**

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

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

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 Actions/Services**

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 Actions/Services**

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**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Action 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>100,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>1.18.1718</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td>Provide materials and supplies to support the Theatre program.</td>
</tr>
<tr>
<td>2018-19</td>
<td>200,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>1.18.1819</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost of network equipment upgrades:</td>
<td>Expand ELP program and provide additional support for VAPA programs (encompasses A/S 1.18.1718, A/S</td>
</tr>
<tr>
<td>2019-20</td>
<td>100,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>1.18.1920</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost of network equipment upgrades:</td>
<td>Support VAPA, CTE, and ELP programs.</td>
</tr>
</tbody>
</table>

**Action 18**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

<table>
<thead>
<tr>
<th>Schoolwide</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Specific Schools: LHS (CTE, VAPA); Linden, Waterloo, and Waverly Elementary schools (VAPA, ELP)</th>
</tr>
</thead>
</table>
1.19.1718, 1.20.1718 and adds additional support for Music and ELP programs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>20,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>20,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide materials and supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to support the Theatre program.</td>
</tr>
<tr>
<td>2019-20</td>
<td>20,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide materials and supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to support instruction in Art.</td>
</tr>
</tbody>
</table>

Amount | Benefits for above-mentioned staff: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>15,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>15,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>15,000</td>
</tr>
</tbody>
</table>

Budget Reference | Not Applicable |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>N/A</td>
<td>Provide materials and supplies to support instruction in Art.</td>
</tr>
</tbody>
</table>

Amount | N/A |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>25,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>5,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>5,000</td>
</tr>
</tbody>
</table>

Budget Reference | Not Applicable |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>N/A</td>
<td>Provide materials and supplies to support instruction in music.</td>
</tr>
</tbody>
</table>

Amount | N/A |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>30,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>30,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>30,000</td>
</tr>
</tbody>
</table>

Budget Reference | Not Applicable |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>N/A</td>
<td>Provide materials and supplies for CTE program.</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>76,500</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>78,000</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>23,000</td>
<td>Supplemental and Concentration</td>
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<tr>
<td>23,500</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>68,000</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>14,000</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>English Learners</td>
<td>Foster Youth</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| 1.21.1718 (formerly 2.10.1718)  
Hire a Certified Athletic Trainer for Linden High School to provide additional services to students. | 1.21.1819  
Hire a Certified Athletic Trainer for Linden High School to provide additional services to students. | 1.19.1920  
Continue to provide a Certified Athletic Trainer for Linden High School to provide additional services to students. Expand the length of the program to include Spring sports. |

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>18,000</td>
<td>18,000</td>
<td>18,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contracted amount for a Certified Athletic Trainer</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contracted amount for a Certified Athletic Trainer</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Contracted amount for a Certified Athletic Trainer</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>2,500</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Not Applicable</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Not Applicable</td>
<td>4000-4999: Books And Supplies Taping table, materials and supplies for one school year.</td>
<td>4000-4999: Books And Supplies Materials and supplies for one school year.</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 20

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

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

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
<td>Specific Schools: Waverly Elementary School</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td>Specific Grade Spans: 6-8</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- New Action
- Modified Action
- Unchanged Action

**2017-18 Actions/Services**

- **1.22.1718** (formerly 2.11.1718)
  Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Glenwood School).

**2018-19 Actions/Services**

- **1.22.1819**
  Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Waterloo School).

**2019-20 Actions/Services**

- **1.20.1920**
  Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Waverly School).

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>75,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>75,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>75,000</td>
<td>Supplemental and Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
**Goals, Actions, & Services**

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

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

| Unchanged Goal |

---

**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:**

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

| Local Priorities: |

---

**Identified Need:**

After root cause analysis of suspension data, CALPADS reports, California School Dashboard, stakeholders agree there is a need for the following:

- Schools need to involve parents in decision making and increase parent participation in school activities to increase student achievement,
- Students need to attend school.
- Students need to be in school.

---

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A Efforts by district to seek parent input.</td>
<td>3.A: Encouraged parents to participate in District and Site based Stakeholder meetings. School sites offered a</td>
<td>3.A Promote/increase parental participation in District and Site based Stakeholder meetings.</td>
<td>Promote/increase parental participation in District and Site based Stakeholder meetings.</td>
<td>Promote/increase parental participation in District and Site based Stakeholder meetings.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>unduplicated.</td>
<td>3.B: Encouraged parents to participate in ELAC, DELAC and Title I committees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.C Parent participation -</td>
<td>3.C: Encouraged parents to participate in their child's IEP, SST, and 504 meetings.</td>
<td>3.C Promote/increase parental participation in their child's IEP, SST, and 504 meetings.</td>
<td>3.C Promote/increase parental participation in their child's IEP, SST, and 504 meetings.</td>
<td>3.C Promote/increase parental participation in their child's IEP, SST, and 504 meetings.</td>
</tr>
<tr>
<td>exceptional needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.A School attendance</td>
<td>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)</td>
<td>5.A Increase the student attendance rate.</td>
<td>Increase the student attendance rate.</td>
<td>Increase the student attendance rate.</td>
</tr>
<tr>
<td>5.B Chronic absenteeism</td>
<td>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 determined)</td>
<td>5.B Decrease the Chronic absenteeism rate.</td>
<td>Decrease the Chronic absenteeism rate.</td>
<td>Decrease the Chronic absenteeism rate.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>5.C Middle school dropout rate</strong></td>
<td>verified or replicated as of March 15, 2017)</td>
<td>5.C: 2015-16 Middle School dropout rate was maintained at 0%, as verified by DataQuest. (14/15 baseline data: 0%; 15/16 0%)</td>
<td>5.C Maintain / decrease the Middle School dropout rate at 0%.</td>
<td>Maintain / decrease the Middle School dropout rate at 0%.</td>
</tr>
<tr>
<td><strong>5.D High school dropout rate</strong></td>
<td>5.D: 2015-16 High School dropout rate decreased to 2.3%, as verified by DataQuest. (14/15 baseline data: 4.6%-12 dropouts 15/16 2.3%-12)</td>
<td>5.D Decrease the High School dropout rate.</td>
<td>Decrease the High School dropout rate.</td>
<td>Decrease the High School dropout rate.</td>
</tr>
<tr>
<td><strong>5.E High school graduation rate</strong></td>
<td>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%)</td>
<td>5.E Increase the High School graduation rate.</td>
<td>Increase the High School graduation rate.</td>
<td>Increase the High School graduation rate.</td>
</tr>
<tr>
<td><strong>6.A Pupil suspension rate</strong></td>
<td>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</td>
<td>6.A Decrease the suspension rate.</td>
<td>Decrease the suspension rate.</td>
<td>Decrease the suspension rate.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>6.B Pupil expulsion rate</td>
<td>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.)</td>
<td>6.B Decrease the expulsion rate.</td>
<td>Decrease the expulsion rate.</td>
<td>Decrease the expulsion rate.</td>
</tr>
<tr>
<td>6.C Other local measures</td>
<td>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%).</td>
<td>6.C: The percentage of students who feel connected to school will increase.</td>
<td>The percentage of students who feel connected to school will increase.</td>
<td>The percentage of students who feel connected to school will increase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.C: The percentage of students who feel safe or very safe at school will increase.</td>
<td>The percentage of students who feel safe or very safe at school will increase.</td>
<td>The percentage of students who feel safe or very safe at school will increase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.C: The percentage of staff who feel safe on campus will increase.</td>
<td>The percentage of staff who feel safe on campus will increase.</td>
<td>The percentage of staff who feel safe on campus will increase.</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>6.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%).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

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

[Add Students to be Served selection here]

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

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

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

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1718 Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1819 Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1920 Provide 4 parent education nights addressing topics such as: attendance, health, learning strategies.</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>3,552</td>
<td>428</td>
<td>437</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Source</td>
<td>Amount</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>570</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>98</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits</td>
<td>N/A</td>
<td>3000-3999: Employee Benefits</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits for teachers participating in the administration of parent nights / parent university:</td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>600</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>N/A</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplies for conducting parent nights / parent university:</td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

2.2.1718

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

Unchanged Action

2018-19 Actions/Services

2.2.1819

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

Unchanged Action

2019-20 Actions/Services

2.2.1920
Continue to provide a family liaison/translator at each elementary site, daily for 2 hours, translator for parent nights, and a bilingual aide at LHS.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>50,300</td>
<td>15,506</td>
<td>15,816</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Salary for family liaison / district translator:</td>
<td>Salary for family liaison / district translator:</td>
</tr>
<tr>
<td>Amount</td>
<td>7,050</td>
<td>3,900</td>
<td>3,978</td>
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<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Benefits for family liaison / district translator:</td>
<td>Benefits for family liaison / district translator:</td>
</tr>
</tbody>
</table>

Action 3

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

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

- All

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

- All Schools

OR

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.3.1718 Provide safe and clean facilities</td>
<td>2.3.1819 Provide safe and clean facilities</td>
<td>2.3.1920 Provide safe and clean facilities</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>447,019</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.</td>
<td>1,107,328</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures N/A</td>
</tr>
<tr>
<td>2018-19</td>
<td>235,389</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.</td>
<td>1,244,847</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>235,389</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Provide repairs, equipment and address cleanliness from the prioritized list.</td>
<td>1,244,847</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

Provide repairs, equipment and address cleanliness from the prioritized list.
<table>
<thead>
<tr>
<th>Amount</th>
<th>30,400</th>
<th>34,644</th>
<th>34,644</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget</td>
<td>6000-6999: Capital Outlay</td>
<td>6000-6999: Capital Outlay</td>
<td>6000-6999: Capital Outlay</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Provide repairs, equipment and address cleanliness from the prioritized list.

**Action 4**

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

| English Learners | Foster Youth | Low Income | LEA-wide | All Schools |

**Actions/Services**

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

| Unchanged Action | Modified Action | Modified Action |

2017-18 Actions/Services

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

2018-19 Actions/Services

2.4.1819 Provide a School Resource Deputy and continue implementation of the No Bully program to support reduction in chronic absenteeism rates and improved school climate.

2019-20 Actions/Services

2.4.1920 Provide a School Resource Deputy and continue implementation of the No Bully program to support reduction in chronic absenteeism rates and improved school climate.
climate. Implement Share911, HEROES, and #ICANHELP programs.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
</tbody>
</table>
Amount 14,040
Source LCFF Supplemental and Concentration
Budget Reference 5000-5999: Services And Other Operating Expenditures Implementation of #ICanHelp program.

**Action 5**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

2.5.1718 Maintain High School Counselor to provide social/emotional support to students. Hire two additional counselors to provide

2.5.1818 Maintain High School Counselor to provide social/emotional support to students. Hire counselors to provide social/emotional support for students in K-8.

2.5.1920 Maintain High School Counselor to provide social/emotional support to students. Hire a Social Worker to provide social support.
social/emotional support for students in K-8.  

emotional support for students and families and community outreach in TK-8.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>87,156</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>24,222</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salary for 1 social/emotional counselor:</td>
<td></td>
<td></td>
<td>Benefits for 1 social/emotional counselor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salary for 1 social/emotional counselor:</td>
<td></td>
<td></td>
<td>Benefits for 1 social/emotional counselor:</td>
</tr>
</tbody>
</table>

### Action 6

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
[Add Students to be Served selection here]

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

OR

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

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

- English Learners
- Foster Youth
- Low Income

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

- LEA-wide

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

- All Schools
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.1718</td>
<td>Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication.</td>
<td>Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication; Offer more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td>Provide consistent updates to Parent Student Portal to increase parent participation and improve school/home communication; Offer more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>130,113</td>
<td>132,715</td>
<td>135,370</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Teacher compensation for providing updates to Parent Student Portal.</td>
<td>Teacher compensation for providing updates to Parent Student Portal.</td>
<td>Teacher compensation for providing updates to Parent Student Portal.</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>24,784</td>
<td>25,280</td>
<td>25,785</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Teacher benefits for providing updates to Parent Student Portal.</td>
<td>Teacher benefits for providing updates to Parent Student Portal.</td>
<td>Teacher benefits for providing updates to Parent Student Portal.</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Action 7</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>1000-1999: Certificated Personnel Salaries Teacher compensation for offering more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>3000-3999: Employee Benefits Teacher benefits for offering more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>2000-2999: Classified Personnel Salaries Classified compensation for offering more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>3000-3999: Employee Benefits Classified benefits for offering more instructional minutes at Glenwood, Waverly, and Waterloo schools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>204,429</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
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<td>59,487</td>
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<tr>
<td>63,442</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>23,468</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>208,517</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>60,673</td>
<td>Supplemental and Concentration</td>
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<tr>
<td>64,711</td>
<td>Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>23,938</td>
<td>Supplemental and Concentration</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| [Add Students to be Served selection here] |

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

| [Add Location(s) selection here] |

OR

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

| English Learners |
| Foster Youth |
| Low Income |

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

| LEA-wide |

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

| All Schools |

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

| Modified Action |

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

| Unchanged Action |

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

| Unchanged Action |

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>85,680</td>
<td>98,187</td>
<td>95,057</td>
</tr>
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</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Amount</td>
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<tr>
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<td>--------------------------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>25,704</td>
<td>Supplemental and Concentration</td>
<td>27,216</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>25,704</td>
<td>Supplemental and Concentration</td>
<td>27,216</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>16,601</td>
<td>Supplemental and Concentration</td>
<td>14,229</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>16,601</td>
<td>Supplemental and Concentration</td>
<td>14,229</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>4,981</td>
<td>Supplemental and Concentration</td>
<td>3,579</td>
<td>Supplemental and Concentation</td>
</tr>
<tr>
<td>4,981</td>
<td>Supplemental and Concentation</td>
<td>3,579</td>
<td>Supplemental and Concentation</td>
</tr>
</tbody>
</table>

**Action 8**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

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

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

LEA-wide

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

Specific Grade Spans: 7-12

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

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

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td>2.8.1718 Provide additional academic counselor.</td>
<td>2.8.1819 Continue providing an additional academic counselor.</td>
<td>2.8.1819 Maintain academic counselor services.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>43,000</td>
<td>62,926</td>
<td>147,485</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>8,600</td>
<td>20,023</td>
<td>49,054</td>
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<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
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</tr>
</tbody>
</table>

**Action 9**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

**2017-18 Actions/Services**

2.9.1718 Continue to train classified staff in CPR/First aid and defibrillation.

**2018-19 Actions/Services**

2.9.1819 Continue to train classified staff in CPR/First aid and defibrillation.

**2019-20 Actions/Services**

2.9.1920 Continue to train classified staff in CPR/First aid and defibrillation.

**Budgeted Expenditures**

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

LCAP Year: **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,192,622</td>
<td>16.49%</td>
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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).

Supplemental and concentration funds continue to be used both LEA-wide and schoolwide in order to meet district's goals for English learners, low income, and foster youth pupils, who comprise the majority of student body districtwide, in the state priority areas. These goals are:

(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; and

(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.

Under Goal 1, actions and services that are funded with supplemental and concentration moneys are primarily directed towards meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. These actions and services are:

**Technology-Related Actions and Services**

**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.

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

**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 five technology-centered action/services are primarily directed towards LUSD unduplicated students in the continuation of the district's practice of closing the digital divide facing its neediest 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 while providing the students with opportunities to participate in assessments mirroring CAASPP format (A/S 1.1, 1.3). The data management system continues to be a valuable asset in providing important student performance data and profiles to support the ongoing instructional improvement process. Upgrading internet infrastructure and network equipment will continue to 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 (A/S 1.1-2, 1.16-17). These actions are aimed at increasing engagement and access to technology among unduplicated students and were increased both qualitatively (more cohesive and experienced IT team) and quantitatively (higher Illuminate implementation rates; future-proofing district network infrastructure; refreshing chromebook devices at two sites as well as preparation for students to transport devices home in the following school year.

Professional Learning-Related Actions and Services
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.

As Vega (2015) reminds us: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

In alignment with this vision and the Board of Trustee's stated priority of recruiting and maintaining highly qualified staff, our teachers continue participate in professional learning activities designed to increase student engagement, increase English acquisition rates (for English Learners) and increase student mastery of California Standards while emphasizing the unique needs of unduplicated students. These actions had increased quantitatively as the increased levels of student engagement are evident through both the reduction in the suspension/expulsion rates and the increase in graduation rate as demonstrated on the California School Dashboard. Qualitative analysis comes in the form of regular classroom visits and observation of student activities.


Additional Learning Opportunities-Related Actions and Services
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.

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 1.11: Support and fund career readiness programs and maintain 10 existing pathways.

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

Action/Service 1.19: Hire a Certified Athletic Trainer for Linden High School to provide additional services to students.

These four action/services are primarily directed towards unduplicated students and are designed to continually provide necessary scaffolding to empower unduplicated students to meet the “maximize potential” and “be college and career ready” components of the district’s LCAP Goal 1 in addition to aforementioned state priorities. These action/services had expanded qualitatively and now provide unduplicated students, majority of whom are also of low-socioeconomic status, opportunities to: (a) participate in additional targeted instruction from certificated staff (A/S 1.4); (b) avoid the social stigma and missed academic opportunities associated with being unable to attend the science camp in fifth grade due to lack of funds (A/S 1.4); (c) expand, and in some cases establish, understanding of the college admission processes and various venues for financing college education (A/S 1.15) and master skills crucial for success in college (A/S 1.10), thus escaping the all-too-common plague of witnessing unduplicated students leave college before graduation. Lastly, unduplicated students are now able to (d) fully experience the social and physical-development benefits of participating in the district sports program cherished by the community without regard to ability to obtain transportation to/from practice/events (A/S 1.4) while meeting parental (stakeholder) requests for hiring a Certified Athletic Trainer (A/S 1.19) to increase student safety (parent/guardian LCAP surveys).

Expanded Learning Opportunities-Related Actions and Services

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

Action/Service 1.20: Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Waverly School).

These four action/services quantitatively expand existing programs and are primarily directed towards improving academic performance, while receiving exposure to VAPA and CTE programs, of LUSD unduplicated students. Instead of allocating copious amounts of time to fundraising, our VAPA and CTE faculty now engage in PLC-like collaborations focused on improving student success and the unique needs of unduplicated pupils (first meeting held on April 30, 2018). While increasing unduplicated students’ college and career readiness, supplemental and concentration funds paid for materials, supplies, and much-needed equipment in our VAPA and CTE classrooms, not to mention the incredible and vivid stage sets for our school plays, a long-cherished staple of the Linden community (A/S 1.18). The additional availability of materials and supplies provides expanded opportunities for unduplicated students to participate in a more varied VAPA or CTE experience regardless of availability of personal funds. In addition the new
science lab at Waverly School, is designed and in progress, replicating the project at Glenwood School, to further improve mastery of NGSS standards by Waterloo's unduplicated students (A/S 1.20).

Under Goal 2, actions and services that are funded with supplemental and concentration funds are primarily directed towards meeting the district's goals in state priority areas 3, 5, 6 for its unduplicated students. These actions and services are:

Communication-Related Actions and Services
Action/Service 2.1: Provide 4 parent education nights addressing topic such as: attendance, health, learning strategies.
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.
Action/Service 2.6: Provide consistent updates to Parent Portal to increase parent participation and improve school/home communication.

Being aware of their students’ academic progress continues to be a highly rated priority area for parents. The three action/services above are primarily directed towards facilitating a culture of increased parent and guardian engagement for families of unduplicated pupils and had increased qualitatively as certificated and management staff are applying the continuous improvement principles to reflect on and, if necessary, revise the content of parent meetings. These action/services increase family/parent ability to communicate with school staff (A/S 2.1-2) and track student progress in the classrooms (A/S 2/6). Parents also learn more about California Standards and expected student outcomes and are provided with techniques and tools to support their students in the learning process (A/S 2.1-2).

Physical and Socioemotional Safety-Related Actions and Services
Action/Service 2.4: Provide a school resource deputy (SRD) for all sites to help reduce truancy.
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.

The action/services above had quantitatively increased (A/S 2.5, 2.7, 2.9 as a result of new positions); A/S 2.9 there continue to be two certified CPR/First Aid trainers employed by the district and staff have become recertified in CPR/AED. The increased services are primarily directed towards further increasing physical and socioemotional safety of unduplicated students. As it is common for unduplicated students not to have consistent and reliable access to medical care, the district nurse and the newly hired health clerk are vital to improving student access to medical care (A/S 2.7). School safety was the third highest rated priority area for parents of
Linden students as stated on the LUSD Parent/Guardian LCAP survey. While the counselors (A/S 2.5, 2.8) and the SRD (A/S 2.4) zero in on further improving the safe learning environment for unduplicated pupils, our classified team is regularly trained in CPR/First Aid and the use of defibrillators (that are available districtwide) to support student health and wellness a needed.

LCAP Year: 2018-19

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<th>Estimated Supplemental and Concentration Grant Funds</th>
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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).

Unduplicated Pupil Percentage: 61.11% (As of February 2018 P-1)
Source: LCFF Funding Snapshot

Supplemental and concentration funds are used both LEA-wide and schoolwide in order to meet district’s goals for English learners, low income, and foster youth pupils, who comprise the majority of student body districtwide, in the state priority areas. These goals are: (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; and (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.
Under Goal 1, actions and services that are funded with supplemental and concentration moneys are primarily directed towards meeting the district's goals in state priority areas 1, 2, 4, 7, 8 for its unduplicated students. These actions and services are:

Technology-Related Actions and Services  
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.
Action/Service 1.3: Continue contracted services for the District data management software program (Illuminate).
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.
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.
Action/Service 1.18: Provide professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).
Action/Service 1.19: 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.
Action/Service 1.20: Provide Professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).
Action/Service 1.21: 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.
Action/Service 1.22: Upgrade internet infrastructure (wiring and cabling districtwide) to support 1:1 student computer usage.
Action/Service 1.23: Upgrade network equipment districtwide to support 1:1 student computer usage.
Action/Service 1.24: Provide professional learning opportunities to staff through release time (substitute coverage) and Subject Matter Experts (Professional Development Days).
Action/Service 1.25: 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 five technology-centered action/services are primarily directed towards LUSD unduplicated students in the continuation of the district's practice of closing the digital divide facing its neediest 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 while providing the students with opportunities to participate in assessments mirroring CAASPP format (A/S 1.1, 1.3). 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 (A/S 1.1-2, 1.16-17). These actions are aimed at increasing engagement and access to technology among unduplicated students and were increased both qualitatively (more cohesive and experienced IT team) and quantitatively (higher Illuminate implementation rates; future-proofing district network infrastructure; refreshing chromebook devices at two sites).

Professional Learning-Related Actions and Services  
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.

As Vega (2015) reminds us: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005). In alignment with this vision and the Board of Trustee's stated priority of recruiting and maintaining highly qualified staff, our teachers participate in professional learning activities designed to increase student engagement, increase English acquisition rates (for English Learners) and increase student mastery of California Standards while emphasizing the unique needs of unduplicated students. These actions had increased quantitatively as the increased levels of student engagement are evident through both the reduction in the suspension/expulsion rates and the increase in graduation rate as demonstrated on the California School Dashboard. (Vega, V.

Additional Learning Opportunities-Related Actions and Services

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.

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.

Action/Service 1.21: Hire a Certified Athletic Trainer for Linden High School to provide additional services to students.

These four action/services are primarily directed towards unduplicated students and are designed to provide necessary scaffolding to empower unduplicated students to meet the “maximize potential” and “be college and career ready” components of the district’s LCAP Goal 1 in addition to aforementioned state priorities. These action/services had expanded qualitatively and now provide unduplicated students, majority of whom are also of low-socioeconomic status, opportunities to: (a) participate in additional targeted instruction from certificated staff (A/S 1.4); (b) avoid the social stigma and missed academic opportunities associated with being unable to attend the science camp in fifth grade due to lack of funds (A/S 1.4); (c) expand, and in some cases establish, understanding of the college admission processes and various venues for financing college education (A/S 1.15) and master skills crucial for success in college (A/S 1.10), thus escaping the all-too-common plague of witnessing unduplicated students leave college before graduation. Lastly, unduplicated students are now able to (d) fully experience the social and physical-development benefits of participating in the district sports program cherished by the community without regard to ability to obtain transportation to/from practice/events (A/S 1.4) while meeting parental (stakeholder) requests for hiring a Certified Athletic Trainer (A/S 1.21) to increase student safety (parent/guardian LCAP surveys).

Expanded Learning Opportunities-Related Actions and Services

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.

Action/Service 1.22: Create / Refurbish science room / laboratory to facilitate student mastery of Next Generation Science Standards (Glenwood School).

These four action/services quantitatively expand existing programs and are primarily directed towards improving academic performance, while receiving exposure to VAPA and CTE programs, of LUSD unduplicated students. Instead of allocating copious amounts of time to fundraising, our VAPA and CTE faculty now engage in a PLC-like collaborations focused on improving student success and the unique needs of unduplicated pupils (first meeting held on April 30, 2018). While increasing unduplicated students’ college and career readiness, supplemental and concentration funds paid for materials, supplies, and much-needed equipment in our
VAPA and CTE classrooms, not to mention the incredible and vivid stage sets for our school plays, a long-cherished staple of the Linden community (A/S 1.18-20). Lastly, the new science lab at Glenwood School, the most diverse of our sites serving middle-school students, is designed in consultation with the SJCOE science team to further improve mastery of NGSS standards by Glenwood’s unduplicated students (A/S 1.22).

Under Goal 2, actions and services that are funded with supplemental and concentration funds are primarily directed towards meeting the district’s goals in state priority areas 3, 5, 6 for its unduplicated students. These actions and services are:

Communication-Related Actions and Services
Action/Service 2.1: Provide 4 parent education nights addressing topic such as: attendance, health, learning strategies.
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.
Action/Service 2.6: Provide consistent updates to Parent Portal to increase parent participation and improve school/home communication.

Being aware of their students’ academic progress was the highest rated priority area for parents of Linden students as stated on the LUSD Parent/Guardian LCAP survey administered in December 2017. The three action/services above are primarily directed towards facilitating a culture of increased parent and guardian engagement for families of unduplicated pupils and had increased qualitatively as certificated and management staff are applying the continuous improvement principles to reflect on and, if necessary, revise the content of parent meetings. These action/services increase family/parent ability to communicate with school staff (A/S 2.1-2) and track student progress in the classrooms (A/S 2/6). Parents also learn more about California Standards and expected student outcomes and are provided with techniques and tools to support their students in the learning process (A/S 2.1-2).

Physical and Socioemotional Safety-Related Actions and Services
Action/Service 2.4: Provide a school resource deputy (SRD) for all sites to help reduce truancy.
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.

The action/services above had quantitatively (A/S 2.5, 2.7, 2.9 as results of new positions; A/S 2.9 there are now two certified CPR/First Aid trainers employed by the district) and qualitatively (A/S 2.4 due to anecdotal data of students relating to the newly-assigned young female SRD) increased and are primarily directed towards further increasing physical and socioemotional safety of unduplicated students. As it is common for unduplicated students not to have consistent and reliable access to medical care, the district nurse and the newly hired health clerk are vital to improving student access to medical care (A/S 2.7). School safety was the third highest rated priority area for parents of Linden students as stated on the LUSD Parent/Guardian LCAP survey. While the counselors (A/S 2.5, 2.8) and the SRD (A/S 2.4) zero in on further improving the safe learning environment for unduplicated pupils, our
classified team is regularly trained in CPR/First Aid and the use of defibrillators (that are available districtwide) and is standing by in case of medical emergency requiring such assistance.

LCAP Year: 2017-18

<table>
<thead>
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<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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</thead>
<tbody>
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<td>11.57%</td>
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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.
Addendum

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

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

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

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

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

**Priority 1: Basic Services** addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
   
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   
   b. Mathematics – CCSS for Mathematics
   
   c. English Language Development (ELD)
   
   d. Career Technical Education
   
   e. Health Education Content Standards
   
   f. History-Social Science
   
   g. Model School Library Standards
   
   h. Physical Education Model Content Standards
   
   i. Next Generation Science Standards
   
   j. Visual and Performing Arts
   
   k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

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

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

3. Divide (1) by (2).

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

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

2. The total number of cohort members.

3. Divide (1) by (2).

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

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

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

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

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

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

3. Divide (1) by (2).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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