

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Red Bluff Union Elementary School District

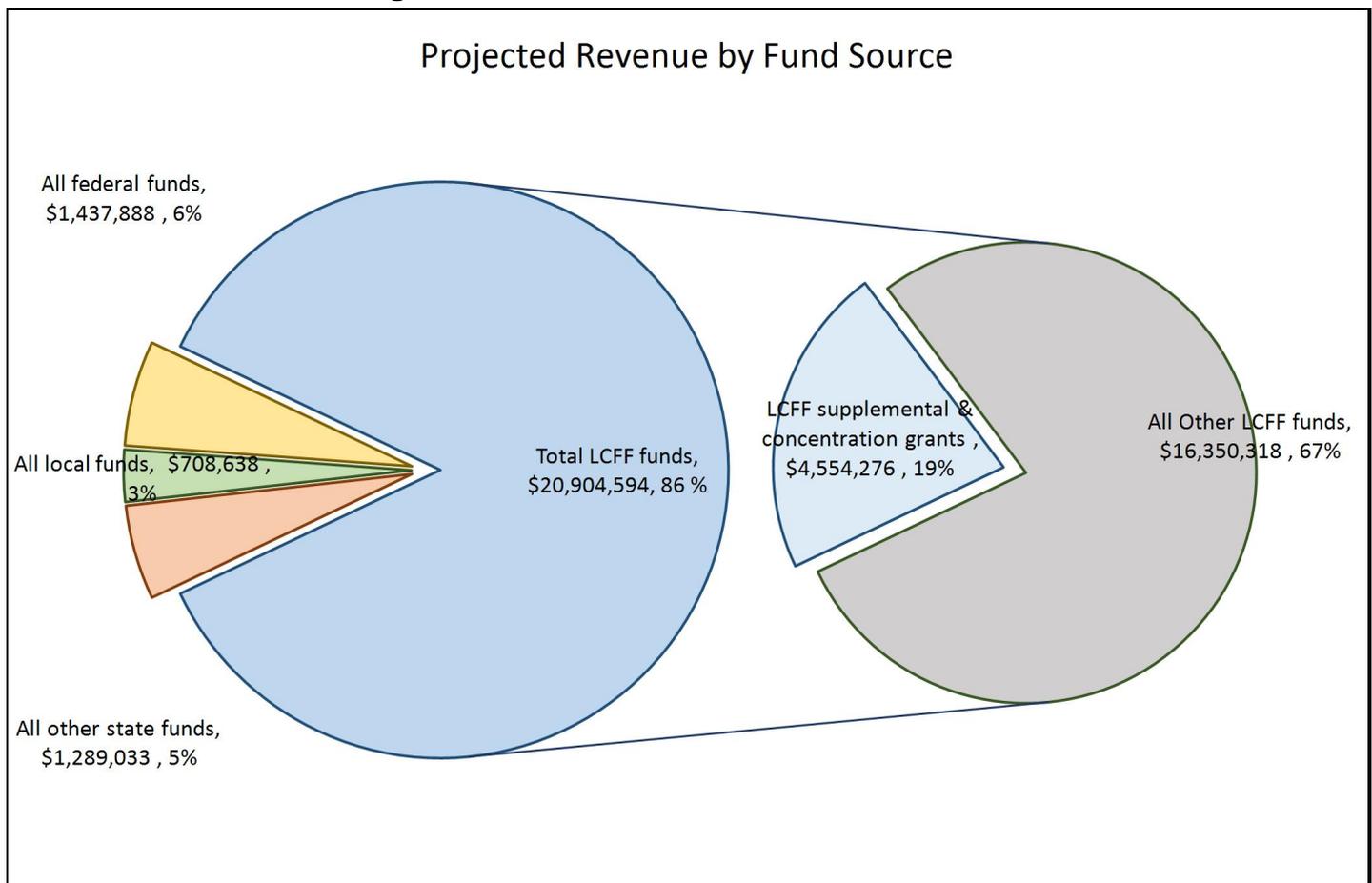
CDS Code: 52-71621-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Cliff Curry, Superintendent

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

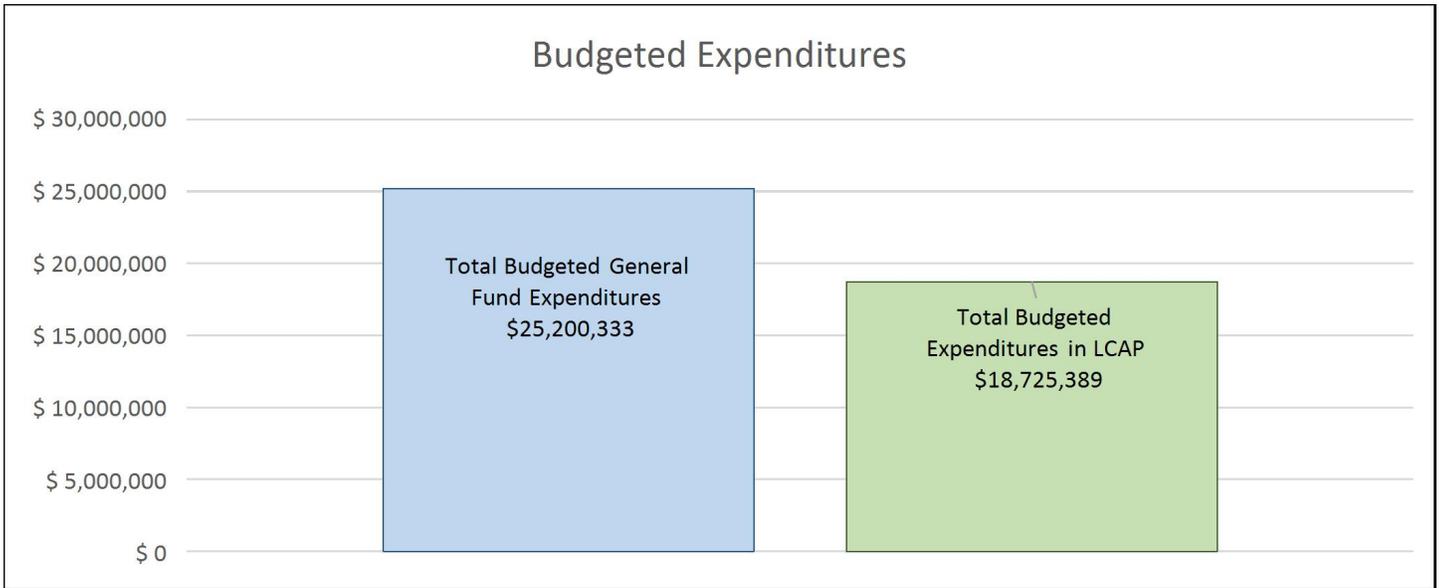


This chart shows the total general purpose revenue Red Bluff Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Red Bluff Union Elementary School District is \$24,340,153, of which \$20,904,594 is Local Control Funding Formula (LCFF), \$1,289,033 is other state funds, \$708,638 is local funds, and \$1,437,888 is federal funds. Of the \$20,904,594 in LCFF Funds, \$4,554,276 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 Red Bluff Union Elementary 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.

Red Bluff Union Elementary School District plans to spend \$25,200,333 for the 2019-20 school year. Of that amount, \$18,725,389 is tied to actions/services in the LCAP and \$6,474,944 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

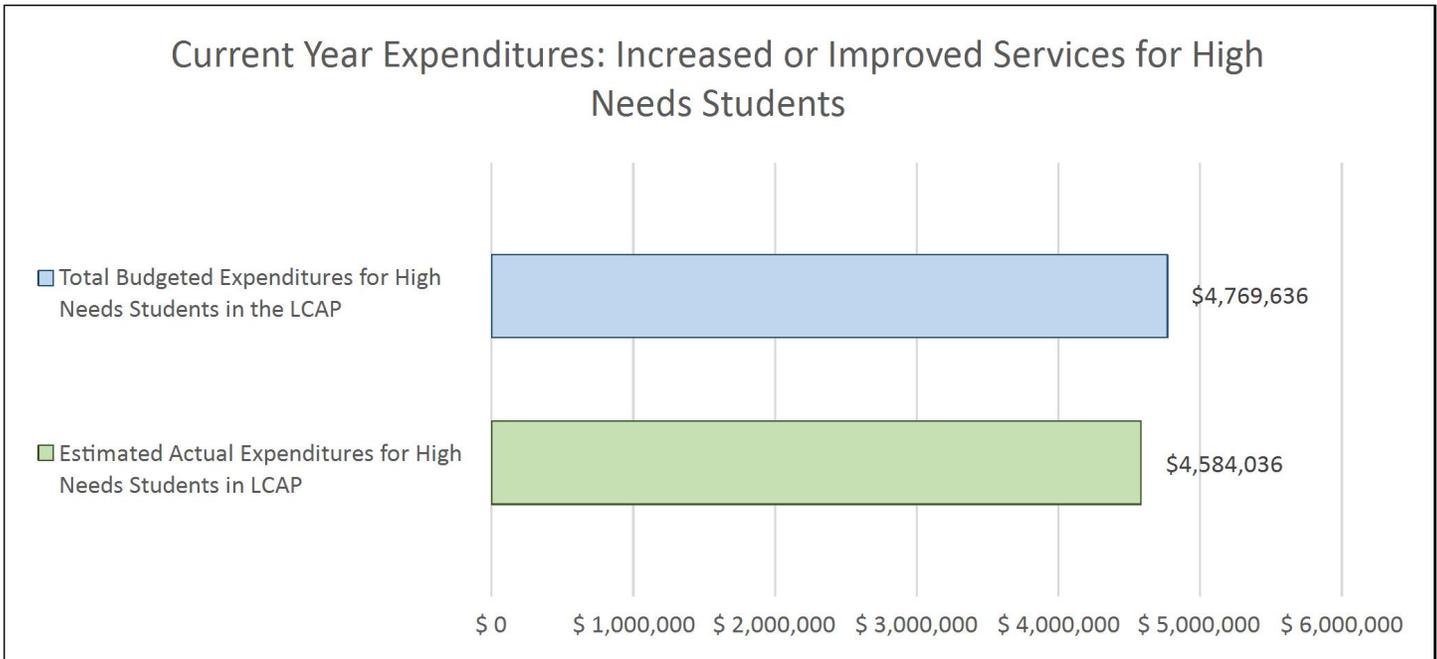
Random small local grants, Restricted Maintenance, donation funds, and STRS on Behalf.

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

In 2019-20, Red Bluff Union Elementary School District is projecting it will receive \$4,554,276 based on the enrollment of foster youth, English learner, and low-income students. Red Bluff Union Elementary 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, Red Bluff Union Elementary School District plans to spend \$5,227,445 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Red Bluff Union Elementary 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 Red Bluff Union Elementary 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, Red Bluff Union Elementary School District's LCAP budgeted \$4,769,636 for planned actions to increase or improve services for high needs students. Red Bluff Union Elementary School District estimates that it will actually spend \$4,584,036 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-185,600 had the following impact on Red Bluff Union Elementary School District's ability to increase or improve services for high needs students:

The District had set aside funds to replace a bus in the amount of \$170,000 which we ended up receiving a grant and, therefore, did not need to these funds. It did not have an impact on our students.



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Red Bluff Union Elementary School District	Cliff Curry Superintendent	ccurry@rbuesd.org (530) 527-7200

2017-20 Plan Summary

The Story

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

Red Bluff Union Elementary School District is a rural district located 117 miles north of Sacramento. Approximately 14,160 people reside in Red Bluff. According to the website Data USA 2016 data, 24.6% of Red Bluff residents were living in poverty which is 14% higher than the national average. The median household income in Red Bluff was \$30,311 whereas the state median income was \$63,783. Employment has grown and the most common employment sectors are retail trade, accommodation and food service and healthcare and social assistance. About 85% of the population holds a high school diploma or higher, this is 3% higher than the state average, and 13% hold a 4 year college degree or higher as compared to 32% in the state. In 2017, the unemployment rate in the county was 4.8% as compared to the state rate of 4%.

Red Bluff Union Elementary School District is a Transitional Kinder (TK) through grade 8 district which currently serves approximately 2,100 students. After a gradual decline in enrollment at a rate of 2-3% over the past few years, this year we had a 3.5% increase from the beginning of the

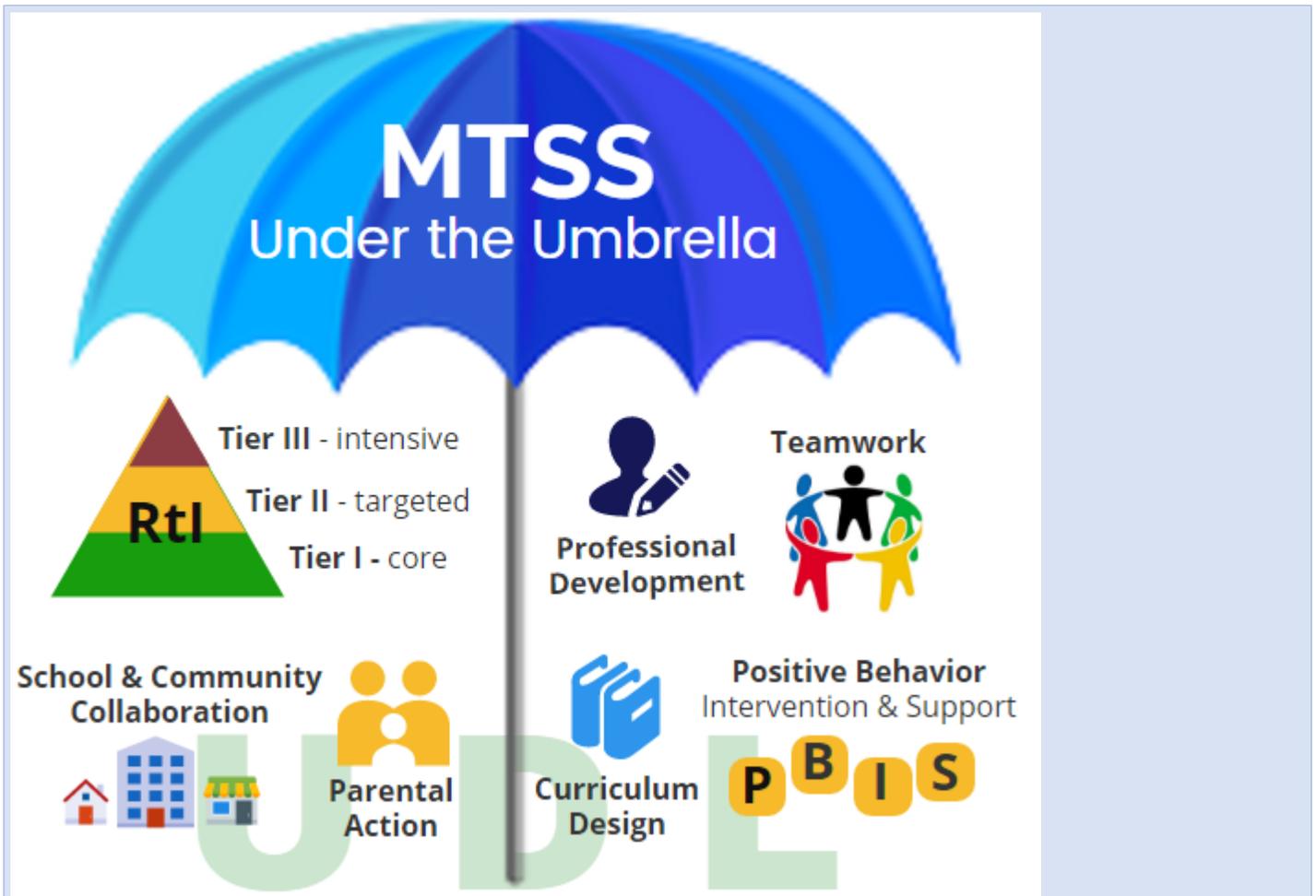
year to the current time. The district has three elementary schools (TK-5) and one middle school (6-8). The elementary sites average 480 students and the middle school serves about 610 students. Students in TK and Kindergarten attend full day programs supported by instructional paraprofessionals. The majority (77%) of the district's students qualify for the National School Lunch Program and 14% of our students have disabilities which qualify a need for an IEP (Individual Education Plan). Of the current 2018-19 student population, 11.5% of students are English Learners. Major ethnic groups represented are White (55%) and Hispanic (35%). Our homeless and foster populations fluctuate throughout the year. Currently, we serve 2.6% (55) foster youth and 4.78% (101) homeless students. The demographic distribution across schools supports the conclusion that services and actions in support of students be distributed district-wide.

According to the Fall 2018 Dashboard, our district's overall performance level for both ELA and Math academic increased a level from orange to yellow. Student groups who rated red in ELA and math were student with disabilities. In the area of suspension, the district rated orange a change from yellow and our students groups who rated red were students with disabilities and foster youth.

LCAP Highlights

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

Key features of the LCAP include actions and services supporting the development and implementation of district-wide processes, structures, and systematic approaches to better address the needs of all students and to improve the effectiveness of instruction to increase student success. Three significant systems and structures in development include a Multi-Tier System of Support (MTSS), Effective Collaboration, and Professional Capacity. Here is a brief description of and rationale for the systems: 1) a Multi-Tier System of Support (MTSS) approach to ensure early identification of required supports for success to students with learning, as well as behavior needs through a Positive Behavioral Interventions and Supports (PBIS) system. The system components include high-quality instruction, inclusiveness of all students, and various assessment types to assist in pinpointing the level and types of support and to measure progress of behavior and academics towards reaching grade level standards; 2) Effective Collaboration is a structured and regular (weekly) collaboration with time built in the school day for teachers to work as a Professional Learning Community (PLC) to data team to collaboratively improve instruction and the academic performance of students. Teams analyze student work and data to develop common academic goals and identify effective practices for improving learning; and 3) Building Professional Capacity through a PLC and coaching model to develop a local core of experts in teaching and learning for sustainability and a comprehensive and custom approach to professional development.



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

Based on the LCFF Evaluation Rubrics (Dashboard), the district increased its overall color rating from orange to yellow in both English Language Arts (ELA) and Mathematics. The following equity groups demonstrated increases in ELA: homeless, foster youth, American Indian, Hispanic, and white. In Mathematics, the following equity groups increased: foster youth, American Indian, Hispanic, two or more races, and English Learners.

Vista Preparatory Academy showed gains on the LCFF Dashboard in both ELA and Math and Jackson Heights showed gains in ELA. According to the LCFF Dashboard, the following equity groups demonstrated increases in 2017-18: In the area of ELA: Homeless increased by 30.2 points, Foster Youth by 20.7 points, American Indian by 7.4 points, Hispanic by 6.2 points and White by 3.9 points. In Math Foster Youth increased by 19.3 points, American Indian by 11.9 points, Hispanic by 7.6 points, Two or More Races by 6.9 points, and English Learners by 6.5 points.

On local measures, the following progress was made in math: On the math pre and post test

administered to grades 2nd-5th, district-wide 4th grade showed improvement year over year (2017-18-2018-19) of 7% and with cohort data (3rd to 4th) of 12%. On the math screener in Renaissance Place, administered to 2nd-8th graders, district-wide increases from the beginning of the year to the end of the year in percentages of students meeting standards occurred in grades 3-6 and 8. In middle school, 7th grade had the highest percentage of students who met/exceeded standards at 61%. Grades TK-1st administer the DIBELS in math with first grade showing a 11% improvement from the beginning to the end of year in the math composite score. All three grade levels showed the most progress in the missing number fluency sub-test with an average increase of 4%.

In reading, local measures showed progress as follows:

On the ELA post test administered to grades 2nd-5th, district-wide 4th grade showed improvement of 12% with the cohort the moved from 3rd to 4th, growth of 16% to 28% of students who met/exceeded standards. At the middle school, the curriculum assessment showed the greatest growth in grades 6th with 33% and 7th with 28% from the beginning of the year to the end of the year. On the reading screener in Renaissance Place, administered to 2nd-8th graders, district-wide increases from the beginning of the year to the end of the year in percentages of students meeting standards occurred in grades 2, 5 and 8. DIBELS reading is administered to grades TK-1st administer. First grade showed a 3% improvement from the beginning to the end of year in the reading composite score with the missing number fluency.

The district has made progress in increasing inclusive practices in particular with students assigned to Special Day Classes. Data, both qualitative and quantitative, illustrated the positive impacts of increased time for students in general education classes. This included both increase in academic skills and in social inclusion.

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

Areas of concern and in need of improvement as measured by the LCFF Evaluation Rubrics district-wide includes suspensions rated "orange" (previously yellow), and the new indicator on chronic absenteeism rated "orange." Although district-wide ELA and math improved from "orange" to "yellow," at the site level math was rated "orange" for Jackson Heights and Metteer and ELA was rated "orange" for Bidwell and Metteer. On the ELPAC state test, administered to English Learners, reading is the area where most improvement is needed district-wide.

Additionally, local measures did not show noticeable increases in reading or math as needed to improve student success year over year. The shift in the benchmark set in Renaissance Place to align to California Common Core Standards likely impacted these results in both ELA and math. Math post tests indicated the greatest need for elementary sites is in 3rd-5th grades where 29% of students met/exceeded standard and 40% of students scored below standard, compared to K-2nd where 83% met/exceeded standard and 15% score below standard. In K-1st grade, DIBELS math was administered and the overall percentage of students who scored at/above benchmark was 33% in kindergarten and 42% in 1st grade. In middle school, grades 6th and 8th had 44% and 40%

of students, respectively, who met/exceeded standards. In grades TK-5th a new math curriculum will be implemented. This curriculum received high ratings in alignment to state standards, rigor, and focus.

To improve ELA student success, implementation of curriculum will focus on fidelity to the program and its components. The middle school has seen its success where the curriculum is adhered to the most. On ELA curriculum post tests, there was a decline as grade progressed from kindergarten to 5th grade with 91% in kindergarten and ending at 20% in 5th grade. On the DIBELS reading for kindergarten, there were 34% of students who reached at/above benchmark and decline of 1% on the composite score from the beginning to the end of the school year. In first grade, 45% of student scored at/above benchmark on the composite score as measured by DIBELS reading. In middle school, although each grade level increased the percentage of students mastering standards, the average percentage of students who master standards is 33%. To address the needs, Tier I instruction and fidelity of implementation of components of the adopted grade-level curriculum will continue to be a focus. Additional support with K-1st will continue in the form of working with a consultant to help address gaps in phonological awareness, so students have a strong foundation in place in the early grade levels.

To address area of suspensions, the LEA will continue implementation of PBIS with a focus on Tier I practices, as a result of an external evaluation which showed the implementation as inconsistent and not at the level required to provide a rating of the practice being in place. The focus will strengthen overall school-wide practices for preventing, teaching, and being proactive with behaviors, as well as identifying a ladder of consequences including alternatives for out-of school suspensions, which have shown to have little impact on modifying behaviors.

Chronic absenteeism is a new state indicator. The rating of orange will be addressed by increasing the response to absences both in terms of timeliness and frequency.

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

Based on the LCFF Evaluation Rubric for the district, there are two state indicators for which the performance of any student group is two or more performance levels below "All Students" performance. In the two academic indicators, English Language Arts (ELA) and Math, "All Students" rated "yellow" and the group "Students with Disabilities" rated red.

The performance gaps by site of two or more performance levels are as follows:

Bidwell: the "English Learners" group scored two performance levels above "All Students" in suspensions.

Jackson Heights: the "Students with Disabilities" scored two performance levels below in suspensions as compared to "All students."

Vista: the "Students with Disabilities" scored two performance levels below "All Students" in math and ELA.

Next year, the focus will continue to be on Tier I instruction, effective implementation of the core curriculum and access to grade level core curriculum instruction to all equity groups. Inclusion of all students will continue, especially with our special education students who, in the majority of cases, when provided appropriate scaffolds, accommodations, and/or modifications when instructed with grade level curriculum

and with grade level peers in the general education classroom have shown great progress. Additionally, education specialist will work with site instructional coaches to support curriculum implementation and differentiation.

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

Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of the school year. We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined appropriate level.

Goal Indicators:

By third grade, all students will have grade level proficiency in foundational reading and math skills.

By the end of eighth grade, all students will possess the prerequisite skills necessary for academic success in high school.

All students will engage in classroom learning activities, integrating STEAM (Science, Technology, Engineering, Art and Mathematics) while developing critical thinking and problem solving skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual	
Metric/Indicator State testing, CAASPP (CA Assessment of Student Performance and Progress) 18-19 Increase the percentage of students scoring "Standards Exceeded or Met" in Math and ELA by at least 7% from the 2017-18 scores as measured by the CAASPP Smarter Balanced state assessment in grades 3rd-8th	All Students ELA & Math, Spring 2019	
	3rd Grade	34% 38%
	4th Grade	41% 36%
	5th Grade	37% 24%

Expected

Baseline

All Students	ELA	Math (15-16)
3rd Grade	37%	37%
4th Grade	52%	34%
5th Grade	41%	44%
6th Grade	19%	15%
7th Grade	26%	27%
8th Grade	27%	29%

Metric/Indicator

Local and district assessments

18-19

Increase the percentage of students demonstrating mastery of standards in Reading as measured by Renaissance Place by 10% in Reading for Grades 2-8.

Decrease the percentage of students identified in need of urgent intervention by 20% from Fall 2018 to Spring 2019 in Reading as measured by the STAR test in Renaissance Place.

Baseline

Baseline: Spring 2017 Data
See ATTACHMENT #1 for equity group data

Students 2-5th At /Above Benchmark= 57%
Students 2-5th Need Urgent Intervention=14%

Metric/Indicator

Local and district assessments

18-19

Increase the percentage of students scoring at/above in Math as measured by Renaissance Place by 10% in Math for Grades 1-8.

Decrease the percentage of students identified in need of urgent intervention by 20% from Fall 2018 to Spring 2019 in Math as measured by the STAR test in Renaissance Place.

Baseline

Baseline: Spring 2017 Data

Actual

6th Grade	38%	35%
7th Grade	37%	32%
8th Grade	37%	37%

This year, the cut scores or benchmarks were adjusted to the state benchmark. Benchmarks are grade-specific minimum performance levels students are expected to reach by a certain point of the year in order to meet end-of-the-year performance goals. The state benchmark correlates the reading scores in Renaissance Place to the state test. The state benchmark is higher than the default benchmark for grades 2-5.

There was not an increase of 10% in the percentage of students demonstrating mastery of the standards in Reading as measured by Renaissance Place in Grades 2-8.

This year, the cut scores or benchmarks were adjusted to the state benchmark. Benchmarks are grade-specific minimum performance levels students are expected to reach by a certain point of the year in order to meet end-of-the-year performance goals. The state benchmark correlates the math scores in Renaissance Place to the state test. The state benchmark is higher than the default benchmark for grades 2-8.

There was not an increase of 10% in the percentage of students demonstrating mastery of the standards in Reading as measured by Renaissance Place in Grades 2-8.

Expected

See ATTACHMENT #1 for equity group data

Students 1-5th At/ Above Benchmark= 62%
Students 1-5th Need Urgent Intervention=12%

Metric/Indicator

District Pre-Test and Post-Test for Reading and Math.

18-19

District test (pre and post) data will improve by at least 5% in ELA and Math.

Baseline

Baseline to be established in 2017-18

Actual

This goal shifted for math as no pre-test was administered. Therefore, the goal will measure growth year over year using the 2017-18 and 2018-19 post tests.

Math results comparing 2017-18 post test to 2018-19 post test district-wide by grade level and the 2018-19 percentage of students who scored at meet/exceed standard:

Kindergarten: 2% decline; 84% meet/exceed

First Grade: 4% decline; 70% meet/exceed

Second Grade: 1% decline; 56% meet/exceed

Third Grade- 2% decline; 36% meet/exceed

Fourth Grade: 7% increase; 50% meet/exceed

Fifth Grade: 6% decline; 28% meet/exceeds

ELA results compare the pre- test administered in fall 2018 to the same test or post-test administered in spring 2019. Results below illustrate pre and post test results in percentage of students who mastered the grade level standards:

Kindergarten: 37% (pre-test) and 91% (post-test)

First Grade: 10% (pre-test) and 50% (post-test)

Second Grade: 15% (pre-test) and 52% (post-test)

Third Grade: 0.5% (pre-test) and 36% (post-test)

Expected

Actual

Fourth Grade: 1% (pre-test) and 32% (post-test)
Fifth Grade: 5% (pre-test) and 2% (post-test)

The pre-test and post-test for middle school grades differs. Results below show the percentage of students who mastered the grade level standards:

Sixth Grade: 11% (pre-test) and 44% (post-test)
Seventh Grade: 8% (pre-test) and 36% (post-test)
Eighth Grade: 13% (pre-test) and 18% (post-test)

Metric/Indicator

Reclassified student numbers

18-19

The reclassification rate district-wide will meet or exceed 8% of our English Learner population.

Baseline

2016-17 Reclassification Rate= 12.25%

In 2018-19, 8% of English Learners were reclassified.

Metric/Indicator

Teacher Assignments and Credentials

18-19

Maintain teacher mis-assignments at zero.

Baseline

There were zero (0) teacher mis-assignments in 2016-17.

Teacher mis-assignments were maintained at zero (0).

Metric/Indicator

Long Term English Learner (LTEL) numbers

18-19

Decrease the number of LTEL students by at least 10%.

Baseline

Baseline: 24 students identified as LTEL (16-17).

In 2018-19 LTEL numbers increased to 72 students or 28% of English Learners. This is consistent with county-wide (30%) and state-wide (29%) percentages. Overall, all levels, district, county, and state have seen increases over the last 3 years.

Metric/Indicator

English Language Development Proficiency

18-19

In 2017-18, 191 students were assessed on the Summative ELPAC. The baseline for this data is as follows for overall proficiency levels:

Expected

Modify the expected outcome using baseline data and subsequent year of data.

Baseline

Baseline: 43% of students scored Early Advanced or Advanced on CELDT.

Actual

Level 4 or Well-Developed: 26% or 49 students

Level 3 or Moderately Developed: 46% or 87 students

Level 2 or Somewhat Developed: 15% or 28 students

Level 1 or Minimally Developed: 14% or 27 students

ELPAC sub test proficiency levels are categorized as follows: Well Developed, Moderately/Somewhat Developed, and Minimally Developed.

Listening: 43% Well-Developed; 46% Moderately/Somewhat Developed; and 11% Minimally Developed

Speaking: 53% Well-Developed; 34% Moderately/Somewhat Developed; and 13% Minimally Developed

Reading: 17% Well-Developed; 54% Moderately/Somewhat Developed; and 38% Minimally Developed

Writing: 27% Well-Developed; 45% Moderately/Somewhat Developed; and 17% Minimally Developed

Metric/Indicator

Common Core Sufficiency

18-19

Maintain William's Act complaints specifically related to CCSS material sufficiency to zero (0).

Annual textbook inventories will document 100% CCSS sufficiency.

Baseline

There were zero (0) William's Act complaints filed in 2016-17.

100% of core materials are CCSS aligned as evidenced by school textbook inventories and fiscal records.

The number of William's Act complaints related to CCSS materials remained at zero (0). Core materials for ELA and Math CCSS aligned and inventory documented 100% sufficiency. Social studies/history textbooks are being reviewed by sites to determine adoption. In 2019-20, the science textbook adoption cycle commences. Currently, the middle school is piloting a NGSS aligned science curriculum and elementary sites continue to have access to an online NGSS aligned science curriculum.

Metric/Indicator

Common Core Implementation

The rating of "met" was maintained for CCSS implementation as determined by the CA School Dashboard CCSS implementation local indicator process.

Expected

18-19
Maintain a rating of "met" for CCSS implementation in the CA School Dashboard.

Baseline
CA School Dashboard Common Core Implementation rated as "met."

Metric/Indicator
Other Student Outcomes

18-19
Maintain a ratio of 1:1 computing for students in grades 3-8.

Baseline
Students in grades 3-8 have access to a Chromebook at a ratio of 1:1.

Actual

The ratio of 1:1 computing for students in grades 3-8 was maintained.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire 2 PE Teachers to take classes to increase time for teams to collaborate around student work and data to increase student achievement and consistent implementation of effective practices. This will allow time for grade level/like subject teams to "data team" and collaborate as a Professional Learning Community (PLC).	Two (2) PE teachers were employed for the purpose of taking classes to provide grade level teams weekly time to collaborate using a PLC model with the 5-step data team model embedded in the process.	2 - PE Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 117,300 3000-3999: Employee Benefits Supp/Conc 51,000	2 - PE Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 117,300 3000-3999: Employee Benefits Supp/Conc 51000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Increase effectiveness of collaboration and continue to support evidence based models of structured collaboration (such as a PLC or data team) focused on student work and data to guide collaboration and dialogue and identify implications/next steps for teaching and learning.

Work to increase the effectiveness of collaboration has continued. A mid-year and end of year survey to assess the effectiveness of PLC's was administered. This will assist teams and sites in determining areas of strengths and areas in need of improvement. Administrators and instructional coaches continued to learn the process.

Extra Duty 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000

Extra Duty 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000

Extra Duty 3000-3999: Employee Benefits Supp/Conc 1,000

Extra Duty 3000-3999: Employee Benefits Supp/Conc 1,000

Action 3

Planned Actions/Services

Build on Year 1 GATE program by developing site/school models, allocating budgets for GATE, and hosting at least two (2) parent events.

Actual Actions/Services

Work continued on creating school-wide models to develop a continuum of services from intervention to extension to meet the needs of all students, including GATE and high achievers. One parent event was hosted this year.

Budgeted Expenditures

Coordinator stipend and/or extra duty pay. (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 4,000

Estimated Actual Expenditures

Coordinator stipend and/or extra duty pay. (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 4,000

Benefits on stipend/extra duty pay. 3000-3999: Employee Benefits Supp/Conc 1,000

Benefits on stipend/extra duty pay. 3000-3999: Employee Benefits Supp/Conc 1,000

Books and Materials 4000-4999: Books And Supplies Supp/Conc 2,000

Books and Materials 4000-4999: Books And Supplies Supp/Conc 200

Costs for events, such as transportation. 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,000

Costs for events, such as transportation. 5000-5999: Services And Other Operating Expenditures Supp/Conc 200

Action 4

Planned Actions/Services

Continue to purchase Common Core Standards aligned supplemental materials to update current curriculum, as needed.

Actual Actions/Services

Purchased Common Core Standards aligned supplemental materials to updated current curriculum for ELA/ELD and math.

Budgeted Expenditures

(RS 0756) 4000-4999: Books And Supplies Supp/Conc 125,000

Estimated Actual Expenditures

(RS 0756) 4000-4999: Books And Supplies Supp/Conc 125,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase Common Core Standards aligned resources such as supplemental materials and software to support teaching and learning of standards.	Purchased Common Core Standards aligned resources such as supplemental materials and software to support teaching and learning of standards.	Purchase Common Core Standards aligned resources for instruction and assessment, including K-1 reading assessments and interventions. (RS 0200) 4000-4999: Books And Supplies Supp/Conc 30,000	Purchase Common Core Standards aligned resources for instruction and assessment, including K-1 reading assessments and interventions. (RS 0200) 4000-4999: Books And Supplies Supp/Conc 30,000
		Software 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,000	Software 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund primary level instructional paras in order to increase the support and number of adults assigned to support academic, social, and behavior needs assign grade levels according to need and impact on student achievement.	Funded primary level (TK and K) instructional paras in order to increase the support and number of adults assigned to support academic, social, and behavior needs.	Salaries for Instructional Paras (RS 0200) 2000-2999: Classified Personnel Salaries Supp/Conc 151,000	Salaries for Instructional Paras (RS 0200) 2000-2999: Classified Personnel Salaries Supp/Conc 151,000
		Benefits on salaries for TK / K instructional paras 3000-3999: Employee Benefits Supp/Conc 72,000	Benefits on salaries for TK / K instructional paras 3000-3999: Employee Benefits Supp/Conc 72,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to develop a variety of assessments to guide instruction and measure/monitor learning, interventions and risk factors and to support the implementation of a MTSS model. This includes the implementation and training for	Developed and used a variety of assessments to guide instruction and measure/monitor learning and to support the implementation of a MTSS model. This included the implementation and training for	(Illuminate, Ren Place, SST Online, etc.) 5000-5999: Services And Other Operating Expenditures Supp/Conc 60,000	(Illuminate, Ren Place, SST Online, etc.) 5000-5999: Services And Other Operating Expenditures Supp/Conc 60,000
		SUMS Grant (Educlimber) 5000-5999: Services And Other	SUMS Grant (Educlimber) 5000-5999: Services And Other

data platforms/systems for assessment and monitoring and professional development for MTSS.

data platforms/systems for assessment and monitoring.

Operating Expenditures Other
4,700

Operating Expenditures Other
4,700

Action 8

Planned Actions/Services

Develop teacher leaders to support instructional shifts in academic conversations and writing along with any other district-wide focus/priorities and provide opportunities for other teachers to participate.

Actual Actions/Services

Teachers leaders worked in conjunction with instructional coaches at their sites to implement and support academic or collaborative conversations and writing.

Budgeted Expenditures

Extra duty pay (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 10,000

Benefits on stipends 3000-3999: Employee Benefits Supp/Conc 2,500

Estimated Actual Expenditures

Extra duty pay (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 10,000

Benefits on stipends 3000-3999: Employee Benefits Supp/Conc 2,500

Action 9

Planned Actions/Services

Continue to replace technology devices district-wide (student and teacher) to maintain a 1:1 computing ratio for students in grades 3-8.

Actual Actions/Services

Replaced technology devices district-wide (student and teacher) to maintain 1:1 computing for students in grades 3-8.

Budgeted Expenditures

Chromebooks and teacher laptops (RS 0200) 4000-4999: Books And Supplies Supp/Conc 100,000

Estimated Actual Expenditures

Chromebooks and teacher laptops (RS 0200) 4000-4999: Books And Supplies Supp/Conc 100,000

Action 10

Planned Actions/Services

Continue to offer Summer SERRF Program over summer to provide additional summer instruction to students.

Actual Actions/Services

Offered Summer SERRF Program over summer to provide additional summer instruction to students.

Budgeted Expenditures

Contract agreement 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000

Estimated Actual Expenditures

Contract agreement 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue classroom student/teacher ratio toward the state goal of 24:1 in grades TK-3rd (if enrollment necessitates).

Class sizes in TK-3rd did not exceed 25 students, the negotiated class size as bargained by the union and district.

Two CSR teacher salaries (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 117,300

Two CSR teacher salaries (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 117,300

Two CSR teachers benefits (RS 0200) 3000-3999: Employee Benefits Supp/Conc 47,730

Two CSR teachers benefits (RS 0200) 3000-3999: Employee Benefits Supp/Conc 47,730

Action 12

Planned Actions/Services

Continue to provide training in CCSS including NGSS (Next Generation Science Standards) and purchase supplemental materials to support instruction of NGSS.

Actual Actions/Services

Supplemental materials were purchased and training provided aligned to the review of NGSS curriculum.

Budgeted Expenditures

CCSS and NGSS training (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,000

Estimated Actual Expenditures

CCSS and NGSS training (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,000

Instructional materials for science 4000-4999: Books And Supplies Supp/Conc 4,000

Instructional materials for science 4000-4999: Books And Supplies Supp/Conc 4,000

Action 13

Planned Actions/Services

Continue to train Classified Staff, e.g., job-alikes, instructional strategies, behavior support, technology, and safety.

Actual Actions/Services

Training for classified staff was offered with a focus on behavior management

Budgeted Expenditures

Classified staff training (RS 4035) 5000-5999: Services And Other Operating Expenditures Federal 5,000

Estimated Actual Expenditures

Classified staff training (RS 4035) 5000-5999: Services And Other Operating Expenditures Federal 5,000

Action 14

Planned Actions/Services

Provide a full day and Expanded Transitional Kinder (ETK) program, on a case by case basis, to students who turn 5 by March 1st to provide pre-kindergarten experiences in preparation for

Actual Actions/Services

Full day ETK and TK are offered and reviewed on a case-by-case basis. In 2018-19, 10 ETK students were enrolled.

Budgeted Expenditures

Advertisements for school enrollment (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,000

Estimated Actual Expenditures

Advertisements for school enrollment (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,000

success in kindergarten. Track the progress of these students throughout the grades to measure the long term impact of ETK and preschool.



Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the integration of students placed in SDC into general education classrooms to increase exposure and access to grade level curriculum including assignment to a general education classroom, as the homeroom, when appropriate.	All students assigned to a SDC were integrated at a minimum into PE class and the majority also into the general education classroom.	SUMS Grant 1000-1999: Certificated Personnel Salaries Other 2,250	SUMS Grant 1000-1999: Certificated Personnel Salaries Other 2,250
		SUMS Grant 3000-3999: Employee Benefits Other 500	SUMS Grant 3000-3999: Employee Benefits Other 500
		SUMS Grant 2000-2999: Classified Personnel Salaries Other 1,000	SUMS Grant 2000-2999: Classified Personnel Salaries Other 1,000
		SUMS Grant 3000-3999: Employee Benefits Other 500	SUMS Grant 3000-3999: Employee Benefits Other 500

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training in reading instruction for K-1 assessments and interventions for struggling readers to certificated and classified staff and continued coaching for teachers.	Training in reading interventions were provided to K-1 teachers and paras at the onset of the year and supported implementation throughout the year through coaching sessions.	5000-5999: Services And Other Operating Expenditures Supp/Conc 30,000	5000-5999: Services And Other Operating Expenditures Supp/Conc 30,000

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide fiscal foundation for district operations.	Fiscal foundation for the district was provided.	Certificated Salaries (RS 0000 & RS 1400) 1000-1999: Certificated	Certificated Salaries (RS 0000 & RS 1400) 1000-1999: Certificated

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining units). (BASE)

Maintained prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining units). (BASE)

Personnel Salaries Base
6,300,000

Classified Salaries (RS 0000 & RS 1400) 2000-2999: Classified Personnel Salaries Base
1,709,740

Health & Welfare Benefits - includes STRS & PERS increase (RS 0000 & RS 1400) 3000-3999: Employee Benefits Base
3,660,000

Books & Supplies (RS 0000 & RS 1400) 4000-4999: Books And Supplies Base
273,865

Maintain Services (RS 0000 & RS 1400) 5000-5999: Services And Other Operating Expenditures Base
975,000

Maintain Equipment (RS 0000 & RS 1400) 6000-6999: Capital Outlay Base
40,000

Personnel Salaries Base
6,300,000

Classified Salaries (RS 0000 & RS 1400) 2000-2999: Classified Personnel Salaries Base
1,723,523

Health & Welfare Benefits - includes STRS & PERS increase (RS 0000 & RS 1400) 3000-3999: Employee Benefits Base
3,693,000

Books & Supplies (RS 0000 & RS 1400) 4000-4999: Books And Supplies Base
273,865

Maintain Services (RS 0000 & RS 1400) 5000-5999: Services And Other Operating Expenditures Base
1,060,000

Maintain Equipment (RS 0000 & RS 1400) 6000-6999: Capital Outlay Base
30,000

Action 18

Planned
Actions/Services

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.).

Actual
Actions/Services

Maintained Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.).

Budgeted
Expenditures

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.). (RS 0000) 1000-1999: Certificated Personnel Salaries Base
75,000

Estimated Actual
Expenditures

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.). (RS 0000) 1000-1999: Certificated Personnel Salaries Base
75,000

Action 19

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include 2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

CONTRIBUTIONS INCLUDE:

LIBRARY/MEDIA
\$24,750

TECH SUPPORT,
\$98,500

COMMUNITY DAY SCH
\$155,000

SCHOOL SAFETY
\$36,445

ARTS & MUSIC
\$2,600

Maintained prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include 2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

CONTRIBUTIONS INCLUDE:

LIBRARY/MEDIA \$24,750

TECH SUPPORT, \$98,500

COMMUNITY DAY SCH
\$155,000

SCHOOL SAFETY \$36,445

ARTS & MUSIC \$2,600

TRANSP:HOME/SCH \$709,609

SPECIAL ED INC SERVICES

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. - CERTIFICATED (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 469,185

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. CLASSIFIED (RS 0200) 2000-2999: Classified Personnel Salaries Supp/Conc 361,350

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. H&W (RS 0200) 3000-3999: Employee Benefits Supp/Conc 388,798

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200) 4000-4999: Books And Supplies Supp/Conc 213,534

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 111,800

Library Materials (RS 0040) 4000-4999: Books And Supplies Supp/Conc 24,000

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. - CERTIFICATED (RS 0200) 1000-1999: Certificated Personnel Salaries Supp/Conc 469,185

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. CLASSIFIED (RS 0200) 2000-2999: Classified Personnel Salaries Supp/Conc 361,350

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. H&W (RS 0200) 3000-3999: Employee Benefits Supp/Conc 388,798

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200) 4000-4999: Books And Supplies Supp/Conc 213,534

Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 111,800

Library Materials (RS 0040) 4000-4999: Books And Supplies Supp/Conc 24,000

TRANSP:HOME/SCH
\$709,609

SPECIAL ED INC SERVICES

1- SDC Teacher
\$75,000

2 Special Ed Paras (New Class)
\$80,000

1- Psychologist
\$130,000

10- Non-Required SDC Paras
\$425,531

2- Speech Lang. Path Assist
\$76,000

1- SDC Teacher \$75,000

2 Special Ed Paras (New Class)
\$80,000

1- Psychologist \$130,000

10- Non-Required SDC Paras
\$425,531

2- Speech Lang. Path Assist
\$76,000

Library Materials (RS 0040) 5000-5999: Services And Other Operating Expenditures Supp/Conc 750

Library Materials (RS 0040) 5000-5999: Services And Other Operating Expenditures Supp/Conc 750

Tech Support (RS 0232) 4000-4999: Books And Supplies Supp/Conc 60,285

Tech Support (RS 0232) 4000-4999: Books And Supplies Supp/Conc 60,285

Tech Support (RS 0232) 5000-5999: Services And Other Operating Expenditures Supp/Conc 29,715

Tech Support (RS 0232) 5000-5999: Services And Other Operating Expenditures Supp/Conc 29,715

Action 20

Planned
Actions/Services

Continued from Above -

Actual
Actions/Services

Continued from Above -

Budgeted
Expenditures

Arts & Music program (RS 0660) 4000-4999: Books And Supplies Supp/Conc 2,600

Estimated Actual
Expenditures

Arts & Music program (RS 0660) 4000-4999: Books And Supplies Supp/Conc 2,600

Transportation to ensure students come to school (RS 0723) 7000-7439: Other Outgo Other 64,816

Transportation to ensure students come to school (RS 0723) 7000-7439: Other Outgo Other 64,816

Transportation to ensure students come to school (RS 0723) 5000-5999: Services And Other Operating Expenditures Other 433,308

Transportation to ensure students come to school (RS 0723) 5000-5999: Services And Other Operating Expenditures Other 433,308

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued from Above -	Continued from Above -	Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 1000-1999: Certificated Personnel Salaries Supp/Conc 155,000	Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 1000-1999: Certificated Personnel Salaries Supp/Conc 155,000
		Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 2000-2999: Classified Personnel Salaries Supp/Conc 436,150	Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 2000-2999: Classified Personnel Salaries Supp/Conc 436,150
		Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 3000-3999: Employee Benefits Supp/Conc 195,381	Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310) 3000-3999: Employee Benefits Supp/Conc 195,381

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.

Release time during the school day was provided to teachers weekly for the purpose of effective collaboration based on a PLC (Professional Learning Community) or Data Team model. The collaboration during this time will continue to be adjusted based on model components and survey feedback evaluating the PLCs. Each team completed a survey on how they PLCs are conducted which will guide improvements in this practice.

This was the first year of implementing a new K-1st phonological awareness intervention. The coaching/consultation provided throughout the year helped to improve program implementation fidelity. Overall, the number of students identified for intervention is too high and needs to be addressed at Tier I. This intervention was put into place to decrease the need for intervention for students entering 1st and 2nd next year. TK-K paras are another service included to achieve this goal. At times, it was challenging to keep these positions filled or not have subs fulfilling them part of the time. As sites provide intervention, it will be important to ensure students with the highest need of intervention receive quality instruction from the most qualified educator. Overall, the district has identified a focus on Tier I instruction both academically and social-emotionally and behaviorally as a primary need to address the root cause in low academic performance. This was identified district-wide on the FIA.

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

Although some progress and growth is made year to year and from cohort to cohort, this is not consistent across all grades and not occurring at a significant rate. At both elementary and middle school levels, the achievement in ELA declines as grade levels increase based on local assessments. On average, 30-40% of students demonstrate mastery of math grade level standards. The academic data supports the FIA findings demonstrating a need to increase effectiveness of Tier I teaching and learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Decreased benefits for PE teacher due to one teacher leaving mid-year and hiring retired long term sub which reduces costs of benefits by about \$13,000.

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.

This goal will include the following shifts:

Reclassification goal and percentage of students expected to reclassify annually will be 5% instead of 8% based on the increase criteria for ELPAC. ELPAC requires students to achieve an overall score of 4 overall, the highest level, in order to be considered for reclassification.

DIBELS will be added as a metric for measuring early literacy and math skills in grades K-1st.

Logs will be maintained by instructional coaches, counselors, and psychologist to provide another metric for these actions/services.

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

Red Bluff Union Elementary School District will provide an environment that is welcoming and engaging for students, parents, staff and the community.

Goal Indicators:

- Facilities will be inviting and well maintained
- Schools will fully implement Positive Behavior Intervention Supports in order to establish a positive school climate
- Particular attention will be paid to social emotional development of students through involvement in leadership activities, community service and healthy habits
- Actively recruit, train, and retain exceptional personnel within the district by providing a supportive and professional environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Office Discipline Referrals

18-19

Decrease the percentage of office discipline referrals district-wide by 20% from 2017-18.

Baseline

Overall: 696 office discipline referrals (16-17)

Actual

The total number of office discipline referrals for 2018-19 was 1,189. This is 215 fewer referrals or approximately 15% less than 2017-18.

Expected

Metric/Indicator

Out of School Suspension (Number of Days)

18-19

Decrease the percentage of out of school suspensions by 15% from 2017-18.

Decrease the number of students suspended in school and out of school.

Baseline

Overall: 309 days including CDS (16-17)

Metric/Indicator

Attendance Rates

18-19

Increase attendance rates to 95% district-wide .

Baseline

Overall: 94.43% (16-17)

Special Day Classes: 93.36%

Elementary Sites: 95.30%

Middle School: 96.07%

Metric/Indicator

Chronic Absenteeism

18-19

Decrease chronic absenteeism by 1% overall at all sites.

Baseline

Baseline: District-wide 10.5% (16-17)

Metric/Indicator

School-wide Evaluation Tool (SET)

18-19

Increase SET scores for all areas scored to at least 80%.

Baseline

Baseline:

District-wide average from each site:

Expectations Defined: 68.75%

Behavioral Expectations Taught: 52.5%

On-Going System for Rewarding Behavioral Expectations: 83.35%

System for Responding to Behavioral Violations: 96.87%

Decision-making and Monitoring: 68.56%

Management: 78.12%

Actual

The data for this goal shifted to align with the dashboard and report percentage of students suspended (in and out of school). The end of year data for 2018-19 showed our district suspended 6% of students, which is an increase from last year.

The attendance district-wide for all student was 94.03%. * Site attendance rates: Bidwell= 94.73%; Jackson Heights=93.70%, Metteer= 94%, and Vista=93.69%.

*This attendance data is reflective of this point in time and is not complete until all entries regarding independent study, mainly, are update.

Chronic absenteeism district-wide decreased from 15% to 10%. Site percentages: Bidwell=8%, Jackson Heights=12%, Metteer=9%, and Vista=10%,

The metric changed from SET to TFI (Tiered Fidelity Inventory). These results establish the new baseline and reflect the district-wide average. At the site level, one of four sites has met the criteria for meeting fidelity on Tier I by scoring at least 70% over three consecutive measures.

Tier I

Teams=78%

Implementation=72%

Evaluation=60%

Expected

District Support: 100%

Metric/Indicator

Parent Survey Ratings

18-19

New survey will be administered

Baseline

Baseline: Positive ratings as measured by parent surveys for facilities rated 93% and welcoming school environments 92%

Metric/Indicator

Middle School Dropout Rate

18-19

Maintain a rate of zero (0) dropouts in middle school.

Baseline

Baseline: Zero (0) students dropped out of middle school in 2015-16

Metric/Indicator

Facilities Inspection Tool (FIT)

18-19

Maintain an overall school ratings of "good" or above for each site.

Baseline

Baseline: Overall school rating was "good" or above for each school site in 2016-17.

Actual

Tier II

Teams=75%

Implementation=90%

Evaluation=78%

A new survey was used to collect perceptions of families. The new survey from Youth Truth surveyed families on their perceptions of their school in terms of Culture, School Safety, Engagement, Relationships, Resources and Facilities, and Communication and Feedback.

Based on feedback compiled from all site parents and an overall 11% response rate in total, an absolute basis, district family members provided the highest ratings on Relationships and Communication and Feedback, while the lowest rated topics were School Safety and Resources.

Rate of middle school dropouts remained at zero (0).

One (1) out of four (4) sites were rated "good" on the FIT (Facilities Inspection Tool). The other three (3) sites were rated "fair."

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Refine PBIS (Positive Behavior Interventions and Supports) with PBIS site coaching support for Tier I and II school-wide structures and evidence based strategies practices to replace inappropriate behavior through teaching skills, strategies, and appropriate replacement behavior and implementation of trauma informed practices.</p>	<p>District-wide implementation and training for PBIS continued. This was the 4th year of PBIS implementation. Training with a PBIS trainer occurred in September, October, January, and February. Two dates trained site teams and two dates were site visits to evaluate PBIS implementation of fidelity specifically at Tier I. In addition, site teams met monthly. All sites utilized SWIS and the check-in check-out (CICO component.)</p>	<p>Training Cost for Year 3, Conferences 5000-5999: Services And Other Operating Expenditures Supp/Conc 23,000</p> <p>Substitute Costs 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000</p> <p>Extra Duty Pay Benefits 3000-3999: Employee Benefits Supp/Conc 1,500</p> <p>SWIS License including CICO 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,000</p> <p>Extra Duty Pay Benefits 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000</p> <p>Extra Duty Pay Benefits 3000-3999: Employee Benefits Supp/Conc 1,500</p>	<p>Training Cost for Year 3, Conferences 5000-5999: Services And Other Operating Expenditures Supp/Conc 23,000</p> <p>Substitute Costs 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000</p> <p>Extra Duty Pay Benefits 3000-3999: Employee Benefits Supp/Conc 1,500</p> <p>SWIS License including CICO 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,000</p> <p>Extra Duty Pay Benefits 1000-1999: Certificated Personnel Salaries Supp/Conc 5,000</p> <p>Extra Duty Pay Benefits 3000-3999: Employee Benefits Supp/Conc 1,500</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue the ratio of one counselor per school site to provide support to students and staff for student behavior/social emotional needs including instruction related to skills to manage and self-regulate behaviors so students are better prepared to learn.</p>	<p>Each school site had a full time counselor assigned to support all students through classroom lessons and small group support.</p>	<p>Salaries for Counselors 1000-1999: Certificated Personnel Salaries Supp/Conc 241,732</p> <p>Benefits for Counselors 3000-3999: Employee Benefits Supp/Conc 110,435</p>	<p>Salaries for Counselors 1000-1999: Certificated Personnel Salaries Supp/Conc 241,732</p> <p>Benefits for Counselors 3000-3999: Employee Benefits Supp/Conc 110,435</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to use auto dial calling system district-wide to expedite the calling time as well as continue to have health assistants make personal calls to parents of truant and chronically absent students.	Implemented the auto dial for attendance at all school sites using our school notification system whereas parents received an automated call when the student was reported absent.	No additional costs for dial up system - it is part of our Aeries system already. Cost of Health Assistants are Included in Goal 1 Action 17.	No additional costs for dial up system - it is part of our Aeries system already. Cost of Health Assistants are Included in Goal 1 Action 17.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue partnership with Red Bluff Police Department and contribute funding for the assignment of one (1) School Resource Officer (SRO) whose roles include: educator of GREAT lessons; to promote safety and enforce laws; and serve as problem solver and a liaison to community resources.	The district continued the partnership with the Red Bluff Police Department whereas one GREAT (Gang Resistance Education And Training) Officer was assigned and housed at the middle school. The officer taught GREAT lessons to all 7th graders as well as supported all sites as needed in promoting safety and enforcing laws, as needed. The partnership was expanded with support of a second officer shared with the high school.	<p>Agreement with RBPD (RS 0605) 5000-5999: Services And Other Operating Expenditures Supp/Conc 25,000</p> <p>Provide training opportunities as needed to address specific school related issues/topics (i.e. bullying, etc.) 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,000</p>	<p>Agreement with RBPD (RS 0605) 5000-5999: Services And Other Operating Expenditures Supp/Conc 25,000</p> <p>Provide training opportunities as needed to address specific school related issues/topics (i.e. bullying, etc.) 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to	Maintained prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses	Community Day School Support Salaries (RS 0243) 1000-1999: Certificated Personnel Salaries Supp/Conc 52,685	Community Day School Support Salaries (RS 0243) 1000-1999: Certificated Personnel Salaries Supp/Conc 52,685

include 2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

to include 2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

Community Day School Support Salaries (RS 0243) 2000-2999: Classified Personnel Salaries Supp/Conc 57,775

Community Day School Support Salaries (RS 0243) 2000-2999: Classified Personnel Salaries Supp/Conc 57,775

Community Day School Support Benefits (RS 0243) 3000-3999: Employee Benefits Supp/Conc 63,523

Community Day School Support Benefits (RS 0243) 3000-3999: Employee Benefits Supp/Conc 63,523

Community Day School Support (RS 0243) 4000-4999: Books And Supplies Supp/Conc 2,500

Community Day School Support (RS 0243) 4000-4999: Books And Supplies Supp/Conc 2,500

Community Day School Support (RS 0243) 5000-5999: Services And Other Operating Expenditures Supp/Conc 26,734

Community Day School Support (RS 0243) 5000-5999: Services And Other Operating Expenditures Supp/Conc 26,734

Action 6

Planned Actions/Services
Administer surveys to students, teachers, and parents to gather input about student engagement, academic rigor, school culture, and relationships with teachers and peers to provide school and district level data. These surveys will be a part of a comprehensive SEL assessment system which will include a screening tool and student survey providing student level data for the purpose of identifying areas for support.

Actual Actions/Services
Administered surveys to students, teachers, and parents for input about student engagement, academic rigor, school culture, and relationships with teachers and peers to provide school and district level data. These surveys were part of a comprehensive SEL assessment system, which will included a screening tool.

Budgeted Expenditures
5000-5999: Services And Other Operating Expenditures Supp/Conc 8,000

Estimated Actual Expenditures
5000-5999: Services And Other Operating Expenditures Supp/Conc 8,000

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide an adequate number of classrooms to accommodate for anticipated enrollment increase at Vista Preparatory Academy.

One additional classroom was provided for Vista to accommodate for increased enrollment.

Provide 1-2 additional temporary classrooms within the next two years 5000-5999: Services And Other Operating Expenditures Base 75,000

Provide 1-2 additional temporary classrooms within the next two years 5000-5999: Services And Other Operating Expenditures Base 75,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a fleet of vehicles including buses and district vehicles so reliable and safe transportation is provided to students as well as personnel to ensure access to sites, professional development, etc.	The fleet of vehicles and buses were maintained.	Maintain and replace district fleet (Buses- approximately \$170,000, maintenance vehicles and/or district vehicles - approximately \$30,000) (RS 0723 & RS 8150) 6000-6999: Capital Outlay Supp/Conc 200,000	Maintain and replace district fleet (Buses- approximately \$170,000, maintenance vehicles and/or district vehicles - approximately \$30,000) (RS 0723 & RS 0000) 6000-6999: Capital Outlay Supp/Conc 30,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and repair facilities to provide safe, welcoming school campuses and to comply with Williams Act.	Maintained and repaired facilities to provide safe, welcoming school campuses and to comply with Williams Act.	Contribute to established Deferred Maintenance account for facilities (FD 14) (The obj code is 8091 LCFF Transfer) 8900: Contributions Base 270,000	Contribute to established Deferred Maintenance account for facilities (FD 14) (The obj code is 8091 LCFF Transfer) 8900: Contributions Base 270,000

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 were implemented. The work to implement evidence-based behavior practices, including Positive Behavioral and Interventions Supports (PBIS), trauma informed practices, and SWIS and the check-in and check-out (CICO) component, continued through our partnership with the north state certified trainers of PBIS and other agencies/resources. Each site is staffed with a full-time psychologist and full-time counselor with a primary focus of supporting behaviors and social emotional learning. The G.R.E.A.T. Officer housed at Vista continues to positively impact perceptions of safety among students and staff. This year the additional School

Resource Officer (SRO) time was added to support elementary sites. The alternative setting at Vista has been successful and also illustrated where there are limitations and more support needed. Training staff in behavior support including how to work with trauma impacted students continues.

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

This year, an external evaluation from our PBIS consultant revealed our attempt to use the framework and evidence-based practices have not met fidelity measures for Tier I implementation district-wide. Therefore, there will be a relaunch Tier I evidence based practices for PBIS, even though office discipline referrals decreased by 15%. The increase in suspensions further validates this finding to ensure a "ladder" of interventions and consequences are carried out. Our alternative setting at Vista is not appropriate for expelled youth. This area has been a county-wide challenge and the district continues to seek a solution. The overall response rate of families to the survey, 11% is lower than the typical response rate of 20-25%. In part and due to past experience, the use of solely electronic surveys has not yielded high participation. Next year, the survey will be available and offered in paper pencil format in addition to electronically. Counselor and psychologist roles will continue to be defined and refined and training will continue and logs maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The \$170,000 set aside for a new bus was not used this year. The High School applied for two (2) bus grants last year on our behalf and was awarded both grants, therefore no busses were purchased this year.

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

This goal will include the following changes/shifts:

To increase the effectiveness of PBIS, in particular at the Tier I level, all sites will continue to work with north state experts and consultants to increase efficacy.

Explore an expulsion and intensive behavior support program.

Provide coaching to support the training for behavior support and modification.

Establish an attendance review committee at each site to monitor and immediately intervene with truant and chronically absent students.

Train secretaries and administrators on attendance, truancy, and properly recording student data.

Use of Youth Truth as new survey tool.

Use of TFI (Tiered Fidelity Inventory) vs SET (School-wide Evaluation Tool) for PBIS implementation.

Shift collection of data on suspensions to align with the dashboard from days students are suspended out-of-school to number of students suspended in and out-of-school.

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 3

The district will strengthen the engagement between home, school and community by enhancing relationships and empowering families to be proactive in their children's education on a continuous basis.

Goal Indicators:

- Recruit and organize volunteer help and support
- Provide opportunities for service
- Help families establish home environments to support children as students
- Implement more effective forms of school-to-home and home-to-school communications
- Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning
- Include families in school decisions
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent attendance, number of parent training sessions/events/meetings offered at site and district level, agendas, sign in sheets, meeting notes, goals and progress or contributions towards goals.

Actual

Each school site offered at least 3 parent events focused on supporting students and/or engaging families. This excludes any fundraising events. In addition, each site held at least 4 ELAC meetings and 4 DELAC meetings

Expected

18-19

Each site will offer at least 3 parent and/or family events to support our learners.

Baseline

Establish baseline of site and district attendance at parent training sessions, family events, committees, etc.

Metric/Indicator

Number of classrooms TK-1st implementing "Raising A Reader."

18-19

Maintain the implementation of "Raising A Reader"(RAR) to 100% of all TK-1st grade classrooms including students in TK-1st placed in SDC.

Baseline

In 2016-17, approximately 40% of TK-1st grade classes implemented Raising A Reader.

18-19

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Metric/Indicator

Parent attendance at fall parent-teacher conferences.

18-19

The goal is to meet with at least 95% of families during each fall conference.

Baseline

Baseline attendance for student led conferences in fall

Metric/Indicator

Number of books checked out during summer from school library.

18-19

Discontinued based on low number of books checked out in summer of 2017.

Baseline

Establish as baseline for the number of books checked out during the summer.

Metric/Indicator

Parent Engagement

18-19

Maintain a rating of "met" for Parent Engagement implementation in the CA School Dashboard.

Actual

were held district-wide. At least two district-wide parent training events were offered to all sites hosted by probation and county mental health.

100% of all TK and 1st grade classrooms implemented "Raising A Reader" with the SDC students from one of the two sites housing this service.

Parent attendance at fall conferences was 74% district-wide. Only one site, Vista Preparatory Academy met the 95% goal. The elementary sites averaged 65% in attendance.

This action/service was discontinued.

A rating of "met" was maintained on the CA School Dashboard local indicator for Parent Engagement.

Expected

Actual

Baseline

CA School Dashboard Common Core Implementation rated as "met."

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action has been modified and included in Goal 2 as part of survey distribution to students, teachers, and parents.	A survey was administered to students, parents, and teachers. Results were shared with sites and data used for site teams to plan action steps, as needed.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parent education, preschool participation, and social/health services for incoming TK and kindergarten students through partnership with agencies, such as School Readiness.	Partnerships with agencies serving children from ages 0-5 and services to parents have increased and continue to grow.	No additional cost	No additional cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement RAR in all TK-1st grades by conducting the following at each elementary site: send books home weekly; and host 3 events: launch event, spring event and summer library event.	Implemented RAR (Raising A Reader) in all TK-1st classrooms.	Coordinator stipends 1000-1999: Certificated Personnel Salaries Supp/Conc 2,000 Benefits on stipends 3000-3999: Employee Benefits Supp/Conc 500	Coordinator stipends 1000-1999: Certificated Personnel Salaries Supp/Conc 2,000 Benefits on stipends 3000-3999: Employee Benefits Supp/Conc 500

		Summer reading bags 4000-4999: Books And Supplies Supp/Conc 800	Summer reading bags 4000-4999: Books And Supplies Supp/Conc 800
		Extra duty for events paid from Title I Site Parent Involvement (RS 3010) 1000-1999: Certificated Personnel Salaries Federal 3,000	Extra duty for events paid from Title I Site Parent Involvement (RS 3010) 1000-1999: Certificated Personnel Salaries Federal 3,000
		Benefits on extra duty 3000-3999: Employee Benefits Federal 750	Benefits on extra duty 3000-3999: Employee Benefits Federal 750

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase materials for parent ESL classes for parents of English Learners, as needed.	Purchased materials for parent ESL classes for parents of English Learners.	ESL materials for parents of English Learners (RS 0200) 4000-4999: Books And Supplies Supp/Conc 2,000	ESL materials for parents of English Learners (RS 0200) 4000-4999: Books And Supplies Supp/Conc 2,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement a student led conference model to involve both parents and students.	District-wide each site held fall conferences which were student led involving both the student and parent.	No additional cost 0	No additional cost 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to coordinate and unify parent site groups to focus work and align with SPSA goals. Continue to provide opportunities to involve parents at site and district level to provide input and	Coordination of site and district work occurred with the restructuring of our District Advisory Committee (DAC) to include school teams compromised of the principal, parent representatives, and staff.	materials, childcare, food 4000-4999: Books And Supplies Supp/Conc 3,000	materials, childcare, food 4000-4999: Books And Supplies Supp/Conc 3,000

support work towards LCAP and SPSA goals.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assign homeless & foster youth liaisons at each site and for the district. Currently, we have liaisons assigned at each of the levels to connect families with resources and assist in monitoring and updating statuses. District liaison will verify foster youth data with county contact quarterly.	Each site and the district has an assigned homeless & foster youth liaisons who connect families with resources, collaborate with the county, and assist in monitoring and updating statuses. District liaison is in constant contact with the county contact.	No additional cost	No additional cost

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer parent education and parent involvement opportunities at the site and district level and partner with community agencies to provide training sessions (e.g. Tehama County Mental Health, etc.).	Offered various parent education and parent involvement opportunities at the site and district level and in conjunction with community agencies to provide training sessions (e.g. Tehama County Mental Health, etc.).	Extra duty for events paid from Title I Site Parent Involvement 1000-1999: Certificated Personnel Salaries Federal 5,000	Extra duty for events paid from Title I Site Parent Involvement 1000-1999: Certificated Personnel Salaries Federal 5,000
		Extra duty for events paid from Title I Site Parent Involvement 3000-3999: Employee Benefits Federal 1,000	Extra duty for events paid from Title I Site Parent Involvement 3000-3999: Employee Benefits Federal 1,000
		materials and childcare 4000-4999: Books And Supplies Supp/Conc 3,000	materials and childcare 4000-4999: Books And Supplies Supp/Conc 3,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Discontinued summer library program based on low book circulation in 2017-18.

N/A

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase and vary communication to parents; enhance the website; parent communications and surveys; and increase family accessibility to the internet.	A new website was launched to increase ease and improve communication with parents.	Contract for digital communication and social media presence. (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,000	Contract for digital communication and social media presence. (RS 0200) 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,000

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase communication between our middle school and the high school by hosting at least one joint parent meetings with our ELACs (English Language Advisory Committee).	Communication between the middle and high school has been on-going with personnel attending and/or presenting at the other site.	No additional cost	No additional cost

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 were implemented. A new website was launched as a response to the need for improved and updated communications and the convenience of information located at one place. The partnership with School Readiness has evolved to improve the transition between early childhood programs and TK/kindergarten by hosting an annual meeting in May for our teachers, TK/K, and area instructors from state and private preschools, Head Start, and School Readiness to learn more about School Readiness and discuss students who will enter our schools in the fall to provide a seamless transition. Surveys to parents were replaced with one from Youth Truth and added to this were surveys for students and teachers. The survey is administered once a year to collect perceptions through the use of a research-based surveys for parents offering. Administrators were trained in the process of collecting,

interpreting, and acting on survey results. Data reports included reference points to state and nation-wide data of other districts who administer the survey.

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

The implementation of Raising A Reader (RAR) increased from 85% to 100% in all TK-1st grade classrooms. Sites offered at least 3 parent training sessions or family events. This year parent training sessions were offered in partnership with Juvenile Justice system and county mental health. The sites and district make every effort to open any parent training to all parents. The ESL (English as a Second Language) adult classes offered by Shasta College and hosted on one of our sites continues to be a great success as evidenced by participation and parent feedback. In fact, there was a request at our District English Language Advisory Committee (DELAC) to host an additional class at another campus. This year our District Advisory Committee (DAC) was restructured to include teams from each site. This was a shift our district had discussed observing a decline in DAC participation and the impact of no site principals on the committee.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

The shift in the actions and services will be to continue actions/services implemented this year rather than launch/implement any new actions.

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?

Stakeholder Groups and Process

RBUESD has a District Advisory Committee (DAC) which was restructured this year. The DAC, comprised of representatives from major district stakeholder groups: certificated and classified local bargaining unit members; parents representatives from each site including parents of "unduplicated" pupil groups; certificated and classified staff; school leadership team members and LEA personnel, was structured into site teams. Each team was led by the site administrator and included staff and parent representation.

In 2018-19, the DAC convened four (4) times. DAC meetings are open to the public. The agendas are posted in advance at school sites and district office at least 72 hours in advance, and posted to the district website, and sent via email to all RBUESD employees. At DAC meetings, members engage in data analysis and the identification of priorities and recommendations, as well as continue to learn the LCAP/LCFF guidelines, accountability, and evidence based practices to inform recommended actions/services. All DAC meeting notes are posted to the website.

The district consulted and worked with the Tehama County Department of Education (TCDE) as part of the Differentiated Assistance Process.

At the first DAC meeting in January, members reviewed the group norms, the role of the DAC, LCAP guiding principles, priority areas and the cycle. This provided a foundation for common understandings of concepts and language concerning LCAP and LCFF, as well as guidelines for the identifying and funding of services. At the first and subsequent meeting held in February, site teams engaged in the analysis of the California Dashboard data and local assessment data for academics, behavior, inclusion, and attendance. Teams also analyzed LCAP actions and services using an Impact/Effort Matrix.

The third DAC meeting in March the site teams focused on site-level plans, Single Plan for Student Achievement (SPSA) and evaluated their plans using both the data from the CA Dashboard and local assessments. Additionally, teams evaluated the strategies in their plans based on the impact on student achievement and research on evidence-based practices and strategies.

In April, the DAC met and focused on the Students with Disabilities equity group. The SELPA director presented information on special education placement data and implications as well as state requirements for inclusion. The site teams analyzed placement of

their students in the Least Restrictive Environment (LRE) and engaged in a root cause analysis process for identifying and determining the placement of students with disabilities.

At the District English Language Advisory Committee (DELAC) on March 27th, LCAP input was shared from each site. At the ELAC meetings held at each site prior to this DELAC meeting, input was solicited for the LCAP as well as sharing information about the LCFF Dashboard using videos in Spanish available from the state. Input for LCAP included parents' interest in adding another ESL adult class on another school campus so two sites offer the classes, additional training on topics like health, social and emotional well-being, and continued interventions for ELs in the area where ELPAC showed greatest need.

In May, input was gathered from student focus groups at Vista Preparatory Academy. The groups were representative of the various facets of the population such as English Learners (ELs), reclassified ELs, students at risk academically, academically proficient students, and grouped by grade level. The students shared positive things and ideas to improve their experience and success overall. In summary, the following trends emerged from the student focus groups. Students were positive about recent changes in lunch schedules, so a common grade level shared lunch time, switching classes, electives and extra-curricular activities. The majority interviewed reported feeling safe on campus and attributed this in largely to the presence and work of the GREAT officer, a police officer who teaches classes to all 7th graders at the site, and drills that are practiced regularly. Last year, the school provided students with several venues to report bullying incidents and/or request a counselor, one of the options students mentioned as a resource bullying. Students in grades 6th and 7th reported perceived there to be more bullying incidents than 8th graders, who felt the climate improved. Overall, students felt prepared to advance to the next grade level. Students identified attributes of "good teachers" as making learning engaging, encouraging yet challenging, caring and connect with students, having a sense of humor, helpful, and unselfish by putting students first. The students did express they desire improved facilities and food options, more electives, and increased rule enforcement and consistency.

Impact on LCAP and Annual Update

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

Impact of Consultations

During this past school year, our DAC looked at data throughout the year in conjunction with actions and services. The discussion mainly addressed refinement of actions/services included and analysis of the data in determining cause for outcomes. Additional consultations were received by DELAC, administrators, students, staff, and parent surveys.

Input from consultations and the impacts on LCAP include:

1. Middle school demonstrating growth as compared in the past, especially in grades 7th and 8th. How much do teachers partnering to teach in areas of expertise impact these results?

2. Continue the coaching model and professional development to build capacity of personnel. Research shows job-embedded professional development--coaching--is the most effective model for professional development to increase the success of implementation and sustainability of professional learning. The impact of a second coach at Vista has been positive.
3. Refine coaching models to increase time coaches work with teachers to improve teaching and learning.
4. Continue Gifted And Talented Education (GATE) program to meet the needs of all students, including our high performing students in order to challenge and retain them in our schools. Next year the focus will be on instructional models.
5. Provide parent training sessions on topics which support learners as well as ESL classes and sessions on other topics such as health and wellness, mental health, etc.
6. Continue to have PBIS teams and staffs work together to communicate, create systems, collect and act on data. In addition, training for classified personnel is a continued need, along with training for all in trauma informed practices. Systems include counselor and psychologist teams working together to support students in need of Tier II or III interventions.
7. Continue to develop an early strong foundation in literacy and numeracy, as this increases success in schooling and reduces the need for intervention in later grades. Refining our practices using better tools to diagnose and intervene with emergent and early readers will be implemented.
8. Provide interventions/support to ELs. This would include both integrated and designated ELD instruction which may be delivered in a variety of ways, such as front loading, preview and review, etc.
9. Develop teacher leaders and trainers within our district and train our own personnel to become trainers in the models we implement.
10. Consider scheduling lunches at the middle school to allow same grade levels to share lunch periods. This was based on student input.

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

Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of the school year. We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined appropriate level.

Goal Indicators:

By third grade, all students will have grade level proficiency in foundational reading and math skills.

By the end of eighth grade, all students will possess the prerequisite skills necessary for academic success in high school.

All students will engage in classroom learning activities, integrating STEAM (Science, Technology, Engineering, Art and Mathematics) while developing critical thinking and problem solving skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

1. LCAP Dashboard rating for the District in ELA and math increased from "orange" to "yellow." The following equity groups maintained or declined at below standard for ELA: English Learners, Socioeconomically Disadvantaged, Two or More Races and

Students with Disabilities rated in "red." Remaining equity groups including American Indian, Foster Youth, Hispanic, Homeless and White increased to "yellow." School sites rating "orange" in ELA include Bidwell and Metteer and Jackson Heights and Vista, rated "yellow."

In math, equity groups who declined or maintained below standard were Homeless, Socioeconomically Disadvantaged, White and Students with Disabilities rated in "red." Remaining equity groups including American Indian, Foster Youth, Hispanic, English Learners and Two or More Races increased to "yellow." School sites rating "orange" in math include Jackson Heights and Metteer and Bidwell and Vista, rated "yellow."

2. Major equity or student groups in our district data collection include English Learners (ELs), White, Hispanic, Foster, and Homeless Youth. Reading equity group data and gaps as measured by local assessments comparing student groups to the "All Student" group, who averaged 39% at/above benchmark in grades 2-8 as follows with gaps being consistent at each grade level: Hispanic 6%, English Learners 26% as compared to a 37% gap last year, Foster Youth at 20%, and Homeless at 7%. The largest gap is with Students with Disabilities. Student groups outperforming all included reclassified ELs who outperformed "All Students" by 10% and White by 3%. The gap between "All Students" and ELs is greatest at grades 4 & 5 and slightly decreases in middle school with the gap at 23%. This aligns with data from ELPAC showing reading as the area most in need of improvement.

Math equity group data and gaps as measured by local assessments comparing student groups to the "All Student" group, who averaged 34% at/above benchmark in grades 2-8 as follows with gaps being consistent at each grade level: Hispanic 6%, English Learners 22% as compared to a 28% gap last year, Foster Youth at 24%, and Homeless at 12%. The largest gap is with Students with Disabilities. Student groups outperforming all included reclassified ELs who outperformed "All Students" by 14% and White by 5%. The gap between "All Students" and ELs is greatest at grades 2, 4 & middle school.

3. Implementation of MTSS will continue to focus on the following areas based on results site FIAs (Fidelity Implementation Assessment): quality first instruction, special education and general education collaboration, outreach to parents, and inclusive structures. Increasing the number of students reaching grade level, as defined by CCSS, in literacy and numeracy, by 3rd grade will be a continued focus. This will include using creating a systematic approach for interventions, as well as using formative assessments and a problem solving team approach to support and monitor students identified in need of intervention for both reading and math.

4. The reclassification rate of English Learners for the past 5 years (2012-13 to 2016-17) has been on average, as a district 12%. The shift in the state English Language Proficiency Test and impact on reclassification rates, have affected our reclassification rates. In order to be considered for reclassification, students must meet the state criteria for ELPAC which is an overall score of 4, the highest score possible on a scale of 1-4.

5. A Long Term English Learner (LTEL) is a student who has been enrolled a U.S. schools for more than six years and is not progressing toward English proficiency and struggles academically due to their limited English skills. District, county, and state-wide, the number of LTELs has increased. District LTELs increased as follows: 24 LTELs in 2016-17 to 35 students in 2017-18, and

currently 72 students in 2018-19. The change in reclassification criteria has impacted these numbers.

6. Special education numbers have increased slightly, by 1%, with approximately 14% of students district-wide are identified as in need of special education services. Significant shifts occurred this past year in special education from a program or placement based model to a service delivery model to provide students with disabilities increased access to grade level curriculum and the least restricted environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																												
State testing, CAASPP (CA Assessment of Student Performance and Progress)	<table border="0"> <tr> <td>All Students</td> <td>ELA</td> </tr> <tr> <td>Math (15-16)</td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>37%</td> </tr> <tr> <td>37%</td> <td></td> </tr> <tr> <td>4th Grade</td> <td>52%</td> </tr> <tr> <td>34%</td> <td></td> </tr> <tr> <td>5th Grade</td> <td>41%</td> </tr> <tr> <td>44%</td> <td></td> </tr> <tr> <td>6th Grade</td> <td>19%</td> </tr> <tr> <td>15%</td> <td></td> </tr> <tr> <td>7th Grade</td> <td>26%</td> </tr> <tr> <td>27%</td> <td></td> </tr> <tr> <td>8th Grade</td> <td>27%</td> </tr> <tr> <td>29%</td> <td></td> </tr> </table>	All Students	ELA	Math (15-16)		3rd Grade	37%	37%		4th Grade	52%	34%		5th Grade	41%	44%		6th Grade	19%	15%		7th Grade	26%	27%		8th Grade	27%	29%		Increase the percentage of students scoring "Standards Exceeded or Met" in Math and ELA by at least 7% from the 2016-17 as measured by the CAASPP Smarter Balanced state assessment in grades 3rd-8th.	Increase the percentage of students scoring "Standards Exceeded or Met" in Math and ELA by at least 7% from the 2017-18 scores as measured by the CAASPP Smarter Balanced state assessment in grades 3rd-8th	Increase the percentage of students scoring "Standards Exceeded or Met" in Math and ELA by at least 7% from the 2018-19 scores as measured by the CAASPP Smarter Balanced state assessment in grades 3rd-8th
All Students	ELA																															
Math (15-16)																																
3rd Grade	37%																															
37%																																
4th Grade	52%																															
34%																																
5th Grade	41%																															
44%																																
6th Grade	19%																															
15%																																
7th Grade	26%																															
27%																																
8th Grade	27%																															
29%																																
Local and district assessments	<p>Baseline: Spring 2017 Data See ATTACHMENT #1 for equity group data</p> <p>Students 2-5th At /Above Benchmark= 57% Students 2-5th Need Urgent Intervention=14%</p>	<p>Increase the percentage of students demonstrating mastery of standards in Reading as measured by Renaissance Place by 10% in Reading for Grades 2-8.</p> <p>Decrease the percentage of students identified in need of</p>	<p>Increase the percentage of students demonstrating mastery of standards in Reading as measured by Renaissance Place by 10% in Reading for Grades 2-8.</p> <p>Decrease the percentage of students identified in need of</p>	<p>Increase the percentage of students demonstrating mastery of standards in Reading as measured by Renaissance Place by 10% in Reading for Grades 2-8.</p> <p>Decrease the percentage of students identified in need of</p>																												

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		urgent intervention by 20% from Fall 2017 to Spring 2018 in Reading as measured by the STAR test in Renaissance Place.	urgent intervention by 20% from Fall 2018 to Spring 2019 in Reading as measured by the STAR test in Renaissance Place.	urgent intervention by 20% from Fall 2019 to Spring 2020 in Reading as measured by the STAR test in Renaissance Place.
Local and district assessments	<p>Baseline: Spring 2017 Data See ATTACHMENT #1 for equity group data</p> <p>Students 1-5th At/Above Benchmark= 62%</p> <p>Students 1-5th Need Urgent Intervention=12%</p>	<p>Increase the percentage of students scoring at/above in Math as measured by Renaissance Place by 10% in Math for Grades 1-8.</p> <p>Decrease the percentage of students identified in need of urgent intervention by 20% from Fall 2017 to Spring 2018 in Math as measured by the STAR test in Renaissance Place</p>	<p>Increase the percentage of students scoring at/above in Math as measured by Renaissance Place by 10% in Math for Grades 1-8.</p> <p>Decrease the percentage of students identified in need of urgent intervention by 20% from Fall 2018 to Spring 2019 in Math as measured by the STAR test in Renaissance Place.</p>	<p>Increase the percentage of students scoring at/above in Math as measured by Renaissance Place by 10% in Math for Grades 1-8.</p> <p>Decrease the percentage of students identified in need of urgent intervention by 20% from Fall 2019 to Spring 2020 in Math as measured by the STAR test in Renaissance Place.</p>
District Pre-Test and Post-Test for Reading and Math.	Baseline to be established in 2017-18	District test (pre and post) data will improve by at least 5% in ELA and Math.	District test (pre and post) data will improve by at least 5% in ELA and Math.	District test (pre and post) data will improve by at least 5% in ELA and Math.
Reclassified student numbers	2016-17 Reclassification Rate= 12.25%	The reclassification rate district-wide will meet or exceed 8% of our English Learner population.	The reclassification rate district-wide will meet or exceed 8% of our English Learner population.	The reclassification rate district-wide will meet or exceed 5% of our English Learner population. The change from 8% to 5% is based

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				on the new criteria for ELPAC.
Teacher Assignments and Credentials	There were zero (0) teacher mis-assignments in 2016-17.	Maintain teacher mis-assignments at zero.	Maintain teacher mis-assignments at zero.	Maintain teacher mis-assignments at zero.
Long Term English Learner (LTEL) numbers	Baseline: 24 students identified as LTEL (16-17).	Decrease the number of LTEL students by at least 10%.	Decrease the number of LTEL students by at least 10%.	Decrease the number of LTEL students by at least 10%.
English Language Development Proficiency	Baseline: 43% of students scored Early Advanced or Advanced on CELDT.	Establish a baseline using ELPAC.	Modify the expected outcome using baseline data and subsequent year of data.	Modify the expected outcome using baseline data and subsequent year of data.
Common Core Sufficiency	There were zero (0) William's Act complaints filed in 2016-17. 100% of core materials are CCSS aligned as evidenced by school textbook inventories and fiscal records.	Maintain William's Act complaints specifically related to CCSS material sufficiency to zero (0). Annual textbook inventories will document 100% CCSS sufficiency.	Maintain William's Act complaints specifically related to CCSS material sufficiency to zero (0). Annual textbook inventories will document 100% CCSS sufficiency.	Maintain William's Act complaints specifically related to CCSS material sufficiency to zero (0). Annual textbook inventories will document 100% CCSS sufficiency.
Common Core Implementation	CA School Dashboard Common Core Implementation rated as "met."	Maintain a rating of "met" for CCSS implementation in the CA School Dashboard.	Maintain a rating of "met" for CCSS implementation in the CA School Dashboard.	Maintain a rating of "met" for CCSS implementation in the CA School Dashboard.
Other Student Outcomes	Students in grades 3-8 have access to a Chromebook at a ratio of 1:1.	Maintain a ratio of 1:1 computing for students in grades 3-8.	Maintain a ratio of 1:1 computing for students in grades 3-8.	Maintain a ratio of 1:1 computing for students in grades 3-8.
DIBELS	Baseline for 2018-19			Increase percentage of students at/above benchmark on DIBELS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math percentage of students at/above: Kindergarten 33% 1st Grade 42% Reading percentage of students at/above: Kindergarten 34% 1st Grade 45%			math and reading to 80%.

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)

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)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Hire 2 PE Teachers to take classes to increase time for teams to collaborate around student work and data to increase student achievement and consistent implementation of effective practices. This will allow time for grade level/like subject teams to "data team" and collaborate as a Professional Learning Community (PLC).

2018-19 Actions/Services

Hire 2 PE Teachers to take classes to increase time for teams to collaborate around student work and data to increase student achievement and consistent implementation of effective practices. This will allow time for grade level/like subject teams to "data team" and collaborate as a Professional Learning Community (PLC).

2019-20 Actions/Services

Hire 2 PE Teachers to take classes to increase time for teams to collaborate around student work and data to increase student achievement and consistent implementation of effective practices. This will allow time for grade level/like subject teams to "data team" and collaborate as a Professional Learning Community (PLC).

Hire a paraprofessional to assist with PE activities and supervision.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	115,000	117,300	119,646
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries 2 - PE Teacher Salaries	1000-1999: Certificated Personnel Salaries 2 - PE Teacher Salaries	1000-1999: Certificated Personnel Salaries 2 - PE Teacher Salaries

Amount	48,000	51,000	41,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			17,000
Source			Supp/Conc
Budget Reference			2000-2999: Classified Personnel Salaries 1- PE Assistant

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
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

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Increase effectiveness of collaboration and continue to support evidence based models of structured collaboration (such as a PLC or data team) focused on student work and data to guide collaboration and dialogue and identify implications/next steps for teaching and learning.

Increase effectiveness of collaboration and continue to support evidence based models of structured collaboration (such as a PLC or data team) focused on student work and data to guide collaboration and dialogue and identify implications/next steps for teaching and learning.

Increase effectiveness of collaboration and continue to support evidence based models of structured collaboration (such as a PLC or data team) focused on student work and data to guide collaboration and dialogue and identify implications/next steps for teaching and learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Duty	1000-1999: Certificated Personnel Salaries Extra Duty	Will schedule during normal work hours. No additional cost.
Amount	1,000	1,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	3000-3999: Employee Benefits Extra Duty	3000-3999: Employee Benefits Extra Duty	

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:

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)

English Learners Foster Youth Low Income	LEA-wide	Specific Grade Spans: Grade 4-8
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Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

Identify site GATE coordinators to continue to build Gifted and Talented Education (GATE) program to ensure growth among our GATE students . Actions include: continue to identify students, offer trimester student events, add enrichment into school-wide model so continuum of services span from intervention to enrichment, and host at least one parent event.

2018-19 Actions/Services

Build on Year 1 GATE program by developing site/school models, allocating budgets for GATE, and hosting at least two (2) parent events.

2019-20 Actions/Services

Build on Years 1 & 2 GATE program by implementing site/school models.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	4,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Coordinator stipend and/or extra duty pay. (RS 0200)	1000-1999: Certificated Personnel Salaries Coordinator stipend and/or extra duty pay. (RS 0200)	1000-1999: Certificated Personnel Salaries Coordinator stipend and/or extra duty pay. (RS 0200)
Amount	1,000	1,000	1,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits on stipend/extra duty pay.	3000-3999: Employee Benefits Benefits on stipend/extra duty pay.	3000-3999: Employee Benefits Benefits on stipend/extra duty pay.

Amount	6,000	2,000	2,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Books and materials	4000-4999: Books And Supplies Books and Materials	4000-4999: Books And Supplies Books and Materials
Amount	2,000	1,000	0
Source	Supp/Conc	Supp/Conc	
Budget Reference	5000-5999: Services And Other Operating Expenditures Costs for events, such as transportation.	5000-5999: Services And Other Operating Expenditures Costs for events, such as transportation.	

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Continue to purchase Common Core Standards aligned materials to update current curriculum for ELA/ELD.

Continue to purchase Common Core Standards aligned materials to update current curriculum, as needed.

Continue to purchase and implement Common Core Standards aligned materials to update current curriculum, as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	340,000	125,000	200,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Grades TK and 3-8 ELA/ELD (RS 0756)	4000-4999: Books And Supplies (RS 0756)	4000-4999: Books And Supplies (RS 0756)

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

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Continue to purchase Common Core Standards aligned resources such as supplemental materials and software to support teaching and learning of standards.

2018-19 Actions/Services

Continue to purchase Common Core Standards aligned resources such as supplemental materials and software to support teaching and learning of standards.

2019-20 Actions/Services

Continue to purchase Common Core Standards aligned resources such as supplemental materials and software to support teaching and learning of standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	30,000	10,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Purchase Common Core Standards aligned resources for instruction and assessment. (RS 0200)	4000-4999: Books And Supplies Purchase Common Core Standards aligned resources for instruction and assessment, including K-1 reading assessments and interventions. (RS 0200)	4000-4999: Books And Supplies Purchase Common Core Standards aligned resources for instruction and assessment, including K-2 reading assessments and interventions. (RS 0200)
Amount	55,000	5,000	9,900
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Software (Lexia, Reading A-Z, etc.)	5000-5999: Services And Other Operating Expenditures Software	5000-5999: Services And Other Operating Expenditures Software (Lexia, etc.)

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

Specific Schools: Bidwell, Jackson Heights & Metteer
Specific Grade Spans: TK and Kindergarten

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Continue to fund primary level (TK and K) instructional paras in order to increase the support and number of adults assigned to support academic, social, and behavior needs.

2018-19 Actions/Services

Continue to fund primary level instructional paras in order to increase the support and number of adults assigned to support academic, social, and behavior needs assign grade levels according to need and impact on student achievement.

2019-20 Actions/Services

Continue to fund primary level instructional paras in order to increase the support and number of adults assigned to support academic, social, and behavior needs assign grade levels according to need and impact on student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	148,000	151,000	154,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for TK and K Instructional Paras (RS 0200)	2000-2999: Classified Personnel Salaries Salaries for Instructional Paras (RS 0200)	2000-2999: Classified Personnel Salaries Salaries for Instructional Paras (RS 0200)

Amount	67,000	72,000	77,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits on salaries for TK / K instructional paras	3000-3999: Employee Benefits Benefits on salaries for TK / K instructional paras	3000-3999: Employee Benefits Benefits on salaries for TK / K instructional paras

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)

[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

New 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

Continue to develop and use a variety of assessments to guide instruction and measure/monitor learning and to support the implementation of a MTSS model. This includes the implementation and training for data platforms/systems for assessment and monitoring.

2018-19 Actions/Services

Continue to develop a variety of assessments to guide instruction and measure/monitor learning, interventions and risk factors and to support the implementation of a MTSS model. This includes the implementation and training for data platforms/systems for assessment

2019-20 Actions/Services

Continue to develop a variety of assessments to guide instruction and measure/monitor learning, interventions and risk factors and to support the implementation of a MTSS model. This includes the implementation and training for data platforms/systems for assessment

and monitoring and professional development for MTSS.

and monitoring and professional development for MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	60,000	62,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures (Illuminate, Ren Place, SST Online, etc. (RS 0200))	5000-5999: Services And Other Operating Expenditures (Illuminate, Ren Place, SST Online, etc.)	5000-5999: Services And Other Operating Expenditures (Illuminate, Ren Place, etc.)
Amount		4,700	4,700
Source		Other	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures SUMS Grant (Educlimber)	5000-5999: Services And Other Operating Expenditures (Educlimber, SST Online, etc.)

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)

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Develop teacher leaders to support instructional shifts in writing and any other district-wide focus/priorities.

2018-19 Actions/Services

Develop teacher leaders to support instructional shifts in academic conversations and writing along with any other district-wide focus/priorities and provide opportunities for other teachers to participate.

2019-20 Actions/Services

This action was discontinued. Teacher leaders, coaches, and administrators as part of the initial group, incorporated the instructional shifts support during existing collaboration time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty pay (RS 0200)	1000-1999: Certificated Personnel Salaries Extra duty pay (RS 0200)	
Amount	2,500	2,500	
Source	Supp/Conc	Supp/Conc	
Budget Reference	3000-3999: Employee Benefits Benefits on stipends	3000-3999: Employee Benefits Benefits on stipends	

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)

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

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

Continue to replace technology devices district-wide (student and teacher).

2018-19 Actions/Services

Continue to replace technology devices district-wide (student and teacher) to maintain a 1:1 computing ratio for students in grades 3-8.

2019-20 Actions/Services

Continue to replace technology devices district-wide (student and teacher) to maintain a 1:1 computing ratio for students in grades 3-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	140,000	100,000	100,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Chromebooks and teacher laptops (RS 0200)	4000-4999: Books And Supplies Chromebooks and teacher laptops (RS 0200)	4000-4999: Books And Supplies Chromebooks and teacher laptops (RS 0200)

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)

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

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

Continue to offer Summer SERRF Program over summer to provide additional summer instruction to students.

2018-19 Actions/Services

Continue to offer Summer SERRF Program over summer to provide additional summer instruction to students.

2019-20 Actions/Services

Continue to offer Summer SERRF Program over summer to provide additional summer instruction to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract agreement	5000-5999: Services And Other Operating Expenditures Contract agreement	5000-5999: Services And Other Operating Expenditures Contract agreement

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
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)

Specific Schools: Jackson Heights, Bidwell and Metteer
Specific Grade Spans: Grades TK-3

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue classroom student/teacher ratio toward the state goal of 24:1 in grades TK-3rd (if enrollment necessitates).

2018-19 Actions/Services

Continue classroom student/teacher ratio toward the state goal of 24:1 in grades TK-3rd (if enrollment necessitates).

2019-20 Actions/Services

Continue classroom student/teacher ratio toward the state goal of 24:1 in grades TK-3rd (if enrollment necessitates).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	115,000	117,300	119,646
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Two CSR teacher salaries (RS 0200)	1000-1999: Certificated Personnel Salaries Two CSR teacher salaries (RS 0200)	1000-1999: Certificated Personnel Salaries Two CSR teacher salaries (RS 0200)
Amount	45,080	47,730	48,451
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Two CSR teachers benefits (RS 0200)	3000-3999: Employee Benefits Two CSR teachers benefits (RS 0200)	3000-3999: Employee Benefits Two CSR teachers benefits (RS 0200)

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)

[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

Modified Action

2017-18 Actions/Services

Continue to provide training in CCSS including NGSS (Next Generation Science Standards) and purchase materials to support instruction of NGSS.

2018-19 Actions/Services

Continue to provide training in CCSS including NGSS (Next Generation Science Standards) and purchase supplemental materials to support instruction of NGSS.

2019-20 Actions/Services

Explore NGSS (Next Generation Science Standards) materials for future adoption.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS and NGSS training (RS 0200)	5000-5999: Services And Other Operating Expenditures CCSS and NGSS training (RS 0200)	No Additional Cost

Amount	4,000	4,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	4000-4999: Books And Supplies Instructional materials for science	4000-4999: Books And Supplies Instructional materials for science	

Action 13

All	All Schools
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OR

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

Unchanged Action	Unchanged Action	Modified Action
Continue to train Classified Staff, e.g., job-alikes, instructional strategies, behavior support, technology, and safety.	Continue to train Classified Staff, e.g., job-alikes, instructional strategies, behavior support, technology, and safety.	Continue to train Classified Staff, behavior support and safety.

Budgeted Expenditures

Amount	5,000	5,000	5,000
Source	Federal	Federal	State
Budget Reference	5000-5999: Services And Other Operating Expenditures Classified staff training (RS 4035)	5000-5999: Services And Other Operating Expenditures Classified staff training (RS 4035)	5000-5999: Services And Other Operating Expenditures Classified staff training (RS 7311)

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)

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)

Specific Schools: Bidwell, Jackson Heights and Metteer
Specific Grade Spans: Transitional Kindergarten

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide a full day and Expanded Transitional Kinder (ETK) program, on a case by case basis, to students who turn 5 after the state age cut-off date of September 1st to students who turn 5 by March 1st to provide pre-kindergarten experiences in preparation for success in kindergarten.

2018-19 Actions/Services

Provide a full day and Expanded Transitional Kinder (ETK) program, on a case by case basis, to students who turn 5 by March 1st to provide pre-kindergarten experiences in preparation for success in kindergarten. Track the progress of these students throughout the grades to measure the long term impact of ETK and preschool.

2019-20 Actions/Services

Provide a full day and Expanded Transitional Kinder (ETK) program, on a case by case basis, to students who turn 5 by March 1st to provide pre-kindergarten experiences in preparation for success in kindergarten. Track the progress of these students throughout the grades to measure the long term impact of ETK and preschool.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	400
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Advertisements (RS 0200)	5000-5999: Services And Other Operating Expenditures Advertisements for school enrollment (RS 0200)	5000-5999: Services And Other Operating Expenditures Advertisements for school enrollment (RS 0200)

Amount			500
Source			Supp/Conc
Budget Reference			1000-1999: Certificated Personnel Salaries Extra duty pay for TK/K to attend transition meeting with preschools
Amount			100
Source			Supp/Conc
Budget Reference			3000-3999: Employee Benefits

Action 15

Students with Disabilities	All Schools
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OR

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

	New Action	Unchanged Action
	Increase the integration of students placed in SDC into general education classrooms to increase exposure and access to grade level curriculum including assignment to a general education classroom, as the homeroom, when appropriate.	Maintain the integration of students placed in SDC into general education classrooms to increase exposure and access to grade level curriculum including assignment to a general education classroom, as the homeroom, when appropriate.

Budgeted Expenditures

Amount		2,250	0
Source		Other	
Budget Reference		1000-1999: Certificated Personnel Salaries SUMS Grant	No expenditures needed to continue program at this time.
Amount		500	0
Source		Other	
Budget Reference		3000-3999: Employee Benefits SUMS Grant	
Amount		1,000	0
Source		Other	
Budget Reference		2000-2999: Classified Personnel Salaries SUMS Grant	
Amount		500	0
Source		Other	
Budget Reference		3000-3999: Employee Benefits SUMS Grant	

Action 16

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: All Elementary Sites K-1st and 2nd grade added in 19-20 Specific Grade Spans:
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Actions/Services

	New Action	Unchanged Action
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Provide training in reading for K-1 assessments and interventions for struggling readers to certificated and classified staff and continued coaching for teachers.

Expanded services to provide training in reading for K-5 assessments and interventions for struggling readers to certificated and classified staff and continued coaching for teachers.

Budgeted Expenditures

Amount		30,000	38,000
Source		Supp/Conc	Supp/Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 17

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide fiscal foundation for district operations.

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining units). (BASE)

Provide fiscal foundation for district operations.

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining units). (BASE)

Provide fiscal foundation for district operations.

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses (including negotiated settlements with employee bargaining units). (BASE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,255,083	6,300,000	6,377,124
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries (RS 0000 & RS 1400)	1000-1999: Certificated Personnel Salaries Certificated Salaries (RS 0000 & RS 1400)	1000-1999: Certificated Personnel Salaries Certificated Salaries (RS 0000 & RS 1400)
Amount	1,676,214	1,709,740	1,744,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries (RS 0000 & RS 1400)	2000-2999: Classified Personnel Salaries Classified Salaries (RS 0000 & RS 1400)	2000-2999: Classified Personnel Salaries Classified Salaries (RS 0000 & RS 1400)
Amount	3,592,805	3,660,000	3,737,955
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Health & Welfare Benefits - includes STRS & PERS increase (RS 0000 & RS 1400)	3000-3999: Employee Benefits Health & Welfare Benefits - includes STRS & PERS increase (RS 0000 & RS 1400)	3000-3999: Employee Benefits Health & Welfare Benefits - includes STRS & PERS increase (RS 0000 & RS 1400)

Amount	273,865	273,865	273,865
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Books & Supplies (RS 0000 & RS 1400)	4000-4999: Books And Supplies Books & Supplies (RS 0000 & RS 1400)	4000-4999: Books And Supplies Books & Supplies (RS 0000 & RS 1400)
Amount	1,308,409	975,000	975,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Services (RS 0000 & RS 1400)	5000-5999: Services And Other Operating Expenditures Maintain Services (RS 0000 & RS 1400)	5000-5999: Services And Other Operating Expenditures Maintain Services (RS 0000 & RS 1400)
Amount	51,244	40,000	40,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Maintain Equipment (RS 0000 & RS 1400)	6000-6999: Capital Outlay Maintain Equipment (RS 0000 & RS 1400)	6000-6999: Capital Outlay Maintain Equipment (RS 0000 & RS 1400)

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.).

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.).

Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	75,000	75,000	75,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.). (RS 0000)	1000-1999: Certificated Personnel Salaries Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.). (RS 0000)	1000-1999: Certificated Personnel Salaries Maintain a Staffing Reserve for unforeseen staffing expenditures (i.e. FMLA, military leave, etc.). (RS 0000)

Action 19

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)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include 2016-17 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners.
(SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

CONTRIBUTIONS INCLUDE:

LIBRARY/MEDIA	\$24,750
TECH SUPPORT,	
\$98,500	
COMMUNITY DAY SCH	
\$200,000	
SCHOOL SAFETY	\$36,445

2018-19 Actions/Services

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include 2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners.
(SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

CONTRIBUTIONS INCLUDE:

LIBRARY/MEDIA	\$24,750
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2019-20 Actions/Services

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include 2018-19 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners.
(SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

CONTRIBUTIONS INCLUDE:

LIBRARY/MEDIA	\$24,750
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ARTS & MUSIC TRANSP:HOME/SCH \$709,609	\$2,600	TECH SUPPORT, \$98,500	TECH SUPPORT, \$98,500
SPECIAL ED INC SERVICES		COMMUNITY DAY SCH \$155,000	COMMUNITY DAY SCH \$155,000
1- SDC Teacher	\$75,000	SCHOOL SAFETY	SCHOOL SAFETY
2 Special Ed Paras (New Class)	\$80,000	\$36,445	\$36,445
1- Psychologist	\$130,000	ARTS & MUSIC	ARTS & MUSIC
10- Non-Required SDC Paras	\$425,531	\$2,600	\$2,600
2- Speech Lang. Path Assist	\$76,000	TRANSP:HOME/SCH \$709,609	TRANSP:HOME/SCH \$709,609
		SPECIAL ED INC SERVICES	SPECIAL ED INC SERVICES
		1- SDC Teacher	1- SDC Teacher
		\$75,000	\$78,000
		2 Special Ed Paras (New Class)	2 Special Ed Paras (New Class)
		\$80,000	\$83,000
		1- Psychologist	1- Psychologist
		\$130,000	\$130,000
		10- Non-Required SDC Paras	10- Non-Required SDC Paras
		\$425,531	\$425,531
		2- Speech Lang. Path Assist	2- Speech Lang. Path Assist
		\$76,000	\$105,000

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	380,556	469,185	527,456
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. - CERTIFICATED (RS 0200)	1000-1999: Certificated Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. - CERTIFICATED (RS 0200)	1000-1999: Certificated Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. - CERTIFICATED (RS 0200)
Amount	349,656	361,350	363,785
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. CLASSIFIED (RS 0200)	2000-2999: Classified Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. CLASSIFIED (RS 0200)	2000-2999: Classified Personnel Salaries Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. CLASSIFIED (RS 0200)
Amount	373,845	388,798	447,909
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. H&W (RS 0200)	3000-3999: Employee Benefits Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. H&W (RS 0200)	3000-3999: Employee Benefits Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. H&W (RS 0200)

Amount	185,200	213,534	213,534
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)	4000-4999: Books And Supplies Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)	4000-4999: Books And Supplies Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)
Amount	111,800	111,800	111,800
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)	5000-5999: Services And Other Operating Expenditures Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)	5000-5999: Services And Other Operating Expenditures Maintain staffing and benefits levels, operational costs, service agreements and materials/equipment expenses. (RS 0200)
Amount	24,000	24,000	24,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Library Materials (RS 0040)	4000-4999: Books And Supplies Library Materials (RS 0040)	4000-4999: Books And Supplies Library Materials (RS 0040)
Amount	750	750	750
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Library Materials (RS 0040)	5000-5999: Services And Other Operating Expenditures Library Materials (RS 0040)	5000-5999: Services And Other Operating Expenditures Library Materials (RS 0040)
Amount	60,285	60,285	60,285
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Tech Support (RS 0232)	4000-4999: Books And Supplies Tech Support (RS 0232)	4000-4999: Books And Supplies Tech Support (RS 0232)

Amount	29,715	29,715	29,715
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Support (RS 0232)	5000-5999: Services And Other Operating Expenditures Tech Support (RS 0232)	5000-5999: Services And Other Operating Expenditures Tech Support (RS 0232)

Action 20

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
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

Continued from above -

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

Unchanged Action

2018-19 Actions/Services

Continued from Above -

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

Unchanged Action

2019-20 Actions/Services

Continued from Above -

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,600	2,600	2,600
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Arts & Music program (RS 0660)	4000-4999: Books And Supplies Arts & Music program (RS 0660)	4000-4999: Books And Supplies Arts & Music program (RS 0660)
Amount	64,816	64,816	64,816
Source	Other	Other	Other
Budget Reference	7000-7439: Other Outgo Transportation to ensure students come to school (RS 0723)	7000-7439: Other Outgo Transportation to ensure students come to school (RS 0723)	7000-7439: Other Outgo Transportation to ensure students come to school (RS 0723)
Amount	433,308	433,308	433,308
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation to ensure students come to school (RS 0723)	5000-5999: Services And Other Operating Expenditures Transportation to ensure students come to school (RS 0723)	5000-5999: Services And Other Operating Expenditures Transportation to ensure students come to school (RS 0723)

Action 21

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continued from above -

Continued from Above -

Continued from Above -

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	155,000	155,000	155,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	1000-1999: Certificated Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	1000-1999: Certificated Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)

Amount	436,150	436,150	436,150
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	2000-2999: Classified Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	2000-2999: Classified Personnel Salaries Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)
Amount	195,381	195,381	195,381
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	3000-3999: Employee Benefits Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)	3000-3999: Employee Benefits Maintain increased services, operational costs, service agreements and materials/equipment expenses for Special Ed students and provide additional support and services. (RS 6500 & 3310)

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

Red Bluff Union Elementary School District will provide an environment that is welcoming and engaging for students, parents, staff and the community.

Goal Indicators:

- Facilities will be inviting and well maintained
- Schools will fully implement Positive Behavior Intervention Supports in order to establish a positive school climate
- Particular attention will be paid to social emotional development of students through involvement in leadership activities, community service and healthy habits
- Actively recruit, train, and retain exceptional personnel within the district by providing a supportive and professional environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

1. The LCFF Dashboard Suspension Rate, which includes both in-school and out-of-school suspensions, increased by 1.4% resulting in a rating of "orange" as a district. Foster Youth and Students with Disabilities had the highest rates of suspension.
2. At this time, since end of the year data is not fully compiled, attendance rates overall the district attendance rate is 94.03%.
3. Chronic Absenteeism is defined as being absent on 10% or more of the schools days a student is enrolled in school in a school year. The chronic absenteeism rate per school is as follows 8% at Bidwell, 12% at Jackson Heights, 9% at Metteer, and 10% at Vista

for a district total of 10% which is an improvement, yet still high.

4. Facilities are in need of ongoing modernization/repair, updating for safety and increasing capacity at Vista. Annual insurance walk through and the Facilities Inspection Tool (FIT), reported on the state School Accountability Report Card (SARC) are indicators of the need. The district recently passed a bond to improve capacity and re modernize facilities.

5. A new parent survey was administered this year. The tool, like the one used with students and staff, is administered once a year, in the fall. This allows sites to establish an action plan to address areas of improvement and/or perceptions. This year, the parent survey was only available online and only 11% of parents district-wide participated despite providing access to devices on campus during parent teacher conference week. Next year, a paper pencil option will be available. Although surveys typically do not yield high parent participation overall, the goal is to increase parent participation to have meaningful data/trends.

6. Counseling referrals qualitative and quantitative data illustrate a continued need for the support service for behavior, as the primary focus for counselors has been on behavior and social skill support. The need to support behaviors so students replace inappropriate behaviors with appropriate ones with minimal loss of school time is important and needed as reflected in the increase of office referrals over the past year.

7. According to the Tiered Fidelity Inventory Report (TFI) completed annually by a trained external facilitator. In order for fidelity to be met, a site must score at least 70% on three (3) consecutive assessments. At this time, we do not have any sites who have reached this criteria for Tier I implementation. Some sites have achieved fidelity for Tier II.

8. The expulsion rate for the district has increased over the last three years as follows: 0 students or 0% in 2016-17, 1 student or .04% in 2017-2018, and 2 students or .09% in 2018-2019.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Office Discipline Referrals	Overall: 696 office discipline referrals (16-17)	Decrease the percentage of office discipline referrals district-wide by 20% using 2016-17 as goal baseline data.	Decrease the percentage of office discipline referrals district-wide by 20% from 2017-18.	Decrease the percentage of office discipline referrals district-wide by 20% from 2018-19.
Out-of-School and In-School Suspension (Number of Days)	Overall: 309 days including CDS (16-17)	Decrease the percentage of out-of-school suspensions by 20% using 2016-17 as goal baseline data.	Decrease the percentage of out-of-school suspensions by 15% from 2017-18.	Decrease the percentage students suspended in and out-of-school by at least 1.5%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Decrease the number of students suspended in-school and out-of-school.	
Attendance Rates	Overall: 94.43% (16-17) Special Day Classes: 93.36% Elementary Sites: 95.30% Middle School: 96.07%	Increase attendance rates to 95% district-wide.	Increase attendance rates to 95% district-wide .	Increase attendance rates to 95% district-wide.
Chronic Absenteeism	Baseline: District-wide 10.5% (16-17)	Decrease chronic absenteeism by 1% overall at all sites.	Decrease chronic absenteeism by 1% overall at all sites.	Decrease chronic absenteeism by 1% overall at all sites.
School-wide Evaluation Tool (SET)	Baseline: District-wide average from each site: Expectations Defined: 68.75% Behavioral Expectations Taught: 52.5% On-Going System for Rewarding Behavioral Expectations: 83.35% System for Responding to Behavioral Violations: 96.87% Decision-making and Monitoring: 68.56% Management: 78.12% District Support: 100%	Increase SET scores for the following areas to at least 80%: Expectations Defined Behavioral Expectations Taught Decision Making and Monitoring	Increase SET scores for all areas scored to at least 80%.	Increase TFI scores for implementation of tiers to meet the fidelity criteria by scoring at least 70% 3 consecutive times.
Parent Survey Ratings	Baseline: Positive ratings as measured by	Maintain positive ratings of 90% or higher for	New survey will be administered.	Due to low parent participation on the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	parent surveys for facilities rated 93% and welcoming school environments 92%	facilities and welcoming school environments as measured by parent surveys.		survey, the goal is to increase participation by 100%.
Middle School Dropout Rate	Baseline: Zero (0) students dropped out of middle school in 2015-16	Maintain a rate of zero (0) dropouts in middle school.	Maintain a rate of zero (0) dropouts in middle school.	Maintain a rate of zero (0) dropouts in middle school.
Facilities Inspection Tool (FIT)	Baseline: Overall school rating was "good" or above for each school site in 2016-17.	Maintain an overall school ratings of "good" or above for each site.	Maintain an overall school ratings of "good" or above for each site.	Maintain an overall school ratings of "good" or above for each site.

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
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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide PBIS (Positive Behavior Interventions and Supports) Year 2+ training to continue to implement district-wide structures and evidence based strategies practices to decrease behavior incidents and address both Tier I and II.	Refine PBIS (Positive Behavior Interventions and Supports) with PBIS site coaching support for Tier I and II school-wide structures and evidence based strategies practices to replace inappropriate behavior through teaching skills, strategies, and appropriate replacement behavior and implementation of trauma informed practices.	Continue with PBIS (Positive Behavior Interventions and Supports) training focused on Tier I practices to implement with fidelity evidence based structures, strategies, and practices to decrease behavior and trauma related incidents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	23,000	23,000	19,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Training Cost for Year 2+, Conferences	5000-5999: Services And Other Operating Expenditures Training Cost for Year 3, Conferences	5000-5999: Services And Other Operating Expenditures Training Cost for Year 4
Amount	5,000	5,000	2,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Costs	1000-1999: Certificated Personnel Salaries Substitute Costs	1000-1999: Certificated Personnel Salaries Substitute Costs
Amount	1,500	1,500	500
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Substitute Cost Benefits	3000-3999: Employee Benefits Extra Duty Pay Benefits	3000-3999: Employee Benefits Extra Duty Pay Benefits

Amount	2,000	2,000	2,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures SWIS License including CICO	5000-5999: Services And Other Operating Expenditures SWIS License including CICO	5000-5999: Services And Other Operating Expenditures SWIS Licence with CICO
Amount	5,000	5,000	
Source	Supp/Conc	Supp/Conc	
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Duty Pay	1000-1999: Certificated Personnel Salaries Extra Duty Pay Benefits	
Amount	1,500	1,500	
Source	Supp/Conc	Supp/Conc	
Budget Reference	3000-3999: Employee Benefits Extra Duty Pay Benefits	3000-3999: Employee Benefits Extra Duty Pay Benefits	

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
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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue the ratio of one counselor per school site to provide support to students and staff for student behavior/social emotional needs including instruction related to skills to manage and self-regulate behaviors so students are better prepared to learn.

2018-19 Actions/Services

Continue the ratio of one counselor per school site to provide support to students and staff for student behavior/social emotional needs including instruction related to skills to manage and self-regulate behaviors so students are better prepared to learn.

2019-20 Actions/Services

Continue the ratio of one counselor per school site to provide support to students and staff for student behavior/social emotional needs including instruction related to skills to manage and self-regulate behaviors so students are better prepared to learn.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	140,000	241,732	263,765
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for Counselors	1000-1999: Certificated Personnel Salaries Salaries for Counselors	1000-1999: Certificated Personnel Salaries Salaries for Counselors
Amount	56,000	110,435	122,811
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits for Counselors	3000-3999: Employee Benefits Benefits for Counselors	3000-3999: Employee Benefits Benefits for Counselors

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Implement auto dial calling system district-wide to expedite the calling time as well as continue to have health assistants make personal calls to parents of truant and chronically absent students. The system was pilot tested at one site in 16-17 and the results were positive.

2018-19 Actions/Services

Continue to use auto dial calling system district-wide to expedite the calling time as well as continue to have health assistants make personal calls to parents of truant and chronically absent students.

2019-20 Actions/Services

Continue to use auto dial calling system district-wide to expedite the calling time and continue to make personal calls from health assistants to parents of truant and chronically absent students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost.	No additional costs for dial up system - it is part of our Aeries system already. Cost of Health Assistants are Included in Goal 1 Action 17.	No additional costs for dial up system - it is part of our Aeries system already. Cost of Health Assistants are Included in Goal 1 Action 17.

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

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

Continue partnership with Red Bluff Police Department and contribute funding for the assignment of one (1) School Resource Officer (SRO) whose roles include: educator of GREAT lessons; to promote safety and enforce laws; and serve as problem solver and a liaison to community resources.

2018-19 Actions/Services

Continue partnership with Red Bluff Police Department and contribute funding for the assignment of one (1) School Resource Officer (SRO) whose roles include: educator of GREAT lessons; to promote safety and enforce laws; and serve as problem solver and a liaison to community resources.

2019-20 Actions/Services

Continue partnership with Red Bluff Police Department and contribute funding for the assignment of one (1) School Resource Officer (SRO) whose roles include: educator of GREAT lessons; to promote safety and enforce laws; and serve as problem solver and a liaison to community resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	25,000	25,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Agreement with RBPD (RS 0605)	5000-5999: Services And Other Operating Expenditures Agreement with RBPD (RS 0605)	5000-5999: Services And Other Operating Expenditures Agreement with RBPD (RS 0605)

Amount	1,000	1,000	1,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide training opportunities as needed to address specific school related issues/topics (i.e. bullying, etc.)	5000-5999: Services And Other Operating Expenditures Provide training opportunities as needed to address specific school related issues/topics (i.e. bullying, etc.)	5000-5999: Services And Other Operating Expenditures Provide training opportunities as needed to address specific school related issues/topics (i.e. bullying, etc.)

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

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include

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

Unchanged Action

2018-19 Actions/Services

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include

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

Unchanged Action

2019-20 Actions/Services

Maintain prior year's district and school staffing and benefits levels, operational costs, service agreements and materials/equipment expenses to include

2016-17 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

2017-18 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

2018-19 staffing. The additional support by staff helps to address the needs of various subgroups by creating increasing teacher effectiveness, decreasing class sizes, creating more opportunities for interactions with books and reading, and intervention support for our low performing students and English Learners. (SUPP/CONC) Contributions to other programs to help continue the prior Tier III programs that were in existence prior to LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	51,561	52,685	53,750
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Community Day School Support Salaries (RS 0243)	1000-1999: Certificated Personnel Salaries Community Day School Support Salaries (RS 0243)	1000-1999: Certificated Personnel Salaries SOAR Salaries (RS 0243)
Amount	56,642	57,775	58,930
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Community Day School Support Salaries (RS 0243)	2000-2999: Classified Personnel Salaries Community Day School Support Salaries (RS 0243)	2000-2999: Classified Personnel Salaries SOAR Salaries (RS 0243)
Amount	62,473	63,523	64,573
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Community Day School Support Benefits (RS 0243)	3000-3999: Employee Benefits Community Day School Support Benefits (RS 0243)	3000-3999: Employee Benefits SOAR Benefits (RS 0243)

Amount	2,500	2,500	2,500
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Community Day School Support (RS 0243)	4000-4999: Books And Supplies Community Day School Support (RS 0243)	4000-4999: Books And Supplies SOAR Support (RS 0243)
Amount	26,734	26,734	26,734
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Community Day School Support (RS 0243)	5000-5999: Services And Other Operating Expenditures Community Day School Support (RS 0243)	5000-5999: Services And Other Operating Expenditures SOAR Support (RS 0243)
Amount			250,000
Source			Supp/Conc
Budget Reference			8900: Contributions Start up a Behavior school and/or class for students with behavior issues and/or mandatory expulsions. To be determined during the summer. (RS 0243)

Action 6

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	All Schools Specific Grade Spans: 3rd-8th
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Actions/Services

	New Action	Unchanged Action
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Administer surveys to students, teachers, and parents to gather input about student engagement, academic rigor, school culture, and relationships with teachers and peers to provide school and district level data. These surveys will be a part of a comprehensive SEL assessment system which will include a screening tool and student survey providing student level data for the purpose of identifying areas for support.

Administer surveys to students, teachers, and parents to gather input about student engagement, academic rigor, school culture, and relationships with teachers and peers to provide school and district level data. These surveys will be a part of a comprehensive SEL assessment system which will include a screening tool and student survey providing student level data for the purpose of identifying areas for support.

Budgeted Expenditures

Amount		8,000	8,000
Source		Supp/Conc	Supp/Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

All

Location(s):

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

Specific Schools: Vista Preparatory School

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

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

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

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide an adequate number of classrooms to accommodate for anticipated enrollment increase at Vista Preparatory Academy.	Provide an adequate number of classrooms to accommodate for anticipated enrollment increase at Vista Preparatory Academy.	Do not anticipate a need for additional classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	75,000	75,000	0
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide 1-2 additional temporary classrooms within the next two years	5000-5999: Services And Other Operating Expenditures Provide 1-2 additional temporary classrooms within the next two years	

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)

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Maintain a fleet of vehicles including buses and district vehicles so reliable and safe transportation is provided to students as well as personnel to ensure access to sites, professional development, etc.

2018-19 Actions/Services

Maintain a fleet of vehicles including buses and district vehicles so reliable and safe transportation is provided to students as well as personnel to ensure access to sites, professional development, etc.

2019-20 Actions/Services

Maintain a fleet of vehicles including buses and district vehicles so reliable and safe transportation is provided to students as well as personnel to ensure access to sites, professional development, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200,000	200,000	200,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	6000-6999: Capital Outlay Maintain and replace district fleet (Buses- approximately \$170,000, maintenance vehicles and/or district vehicles - approximately \$30,000) (RS 0723 & RS 8150)	6000-6999: Capital Outlay Maintain and replace district fleet (Buses- approximately \$170,000, maintenance vehicles and/or district vehicles - approximately \$30,000) (RS 0723 & RS 8150)	6000-6999: Capital Outlay Maintain and replace district fleet (Buses- approximately \$170,000, maintenance vehicles and/or district vehicles - approximately \$30,000) (RS 0723 & 0000)

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)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain and repair facilities to provide safe, welcoming school campuses and to comply with Williams Act.

2018-19 Actions/Services

Maintain and repair facilities to provide safe, welcoming school campuses and to comply with Williams Act.

2019-20 Actions/Services

Maintain and repair facilities to provide safe, welcoming school campuses and to comply with Williams Act.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	270,000	270,000	270,000
Source	Base	Base	Base
Budget Reference	8900: Contributions Contribute to established Deferred Maintenance account for facilities (FD 14) (The obj code is 8091 LCFF Transfer)	8900: Contributions Contribute to established Deferred Maintenance account for facilities (FD 14) (The obj code is 8091 LCFF Transfer)	8900: Contributions Contribute to established Deferred Maintenance account for facilities (FD 14) (The obj code is 8091 LCFF Transfer)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

The district will strengthen the engagement between home, school and community by enhancing relationships and empowering families to be proactive in their children's education on a continuous basis.

Goal Indicators:

- Recruit and organize volunteer help and support
- Provide opportunities for service
- Help families establish home environments to support children as students
- Implement more effective forms of school-to-home and home-to-school communications
- Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning
- Include families in school decisions
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

1. Each site has various parent committees (ELAC, SSC, etc.) and parent groups (Boosters, PTA, etc.) which typically meet independently to organize events, fundraisers, etc. In addition, district level committees such as DELAC and DAC provide additional opportunities for parental involvement. The level of knowledge of site goals (SPSA) and LCAP goals vary depending on the

committee work and focus. The goal of all groups is to support schools, more specifically to enhance student experiences and learning.

2. Due to the varied attendance at training sessions and demanding schedules of parents, consider creative ways to engage parents and solicit feedback beyond the traditional approaches. This includes expanding our definition and understanding of how parent engagement may look.

3. A new survey tool, Youth Truth, was used in 2018-19. This tool was only available online and the participation was 11% from all parents. Youth Truth considers 30% a good rate. Next year the survey will be available in paper pencil.

4. In 2018-19, student input has been formalized by administering a perception survey from Youth Truth to all students in grades 3-8.

5. Continue to establish partnerships with community agencies to increase offering of supports and resources to our families, including partnerships with early childhood education organizations, such as preschools, in our community.

6. Early intervention and increasing books in the home for early readers to establish a "habit" of reading and a love of literacy with families.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance, number of parent training sessions/events/meetings offered at site and district level, agendas, sign in sheets, meeting	Establish baseline of site and district attendance at parent training sessions, family events, committees, etc.	Establish baseline for participation. Organize the coordination of parent site groups to focus work and align with Single Plan for	Each site will offer at least 3 parent and/or family events to support our learners.	Each site will offer at least 3 parent and/or family events to support our learners.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
notes, goals and progress or contributions towards goals.		Student Achievement (SPSA) goals.		
Number of classrooms TK-1st implementing "Raising A Reader."	In 2016-17, approximately 40% of TK-1st grade classes implemented Raising A Reader.	Increase the implementation of "Raising A Reader" (RAR) to 100% of all TK-1st grade classrooms including students in TK-1st placed in SDC.	Maintain the implementation of "Raising A Reader"(RAR) to 100% of all TK-1st grade classrooms including students in TK-1st placed in SDC.	Maintain the implementation of "Raising A Reader" (RAR) to 100% of all TK-1st grade classrooms including students in TK-1st placed in SDC.
			.	
Parent attendance at fall parent-teacher conferences.	Baseline attendance for student led conferences in fall	The goal is to meet with at least 95% of families during each fall conference.	The goal is to meet with at least 95% of families during each fall conference.	The goal is to meet with at least 95% of families during each fall conference.
Number of books checked out during summer from school library.	Establish as baseline for the number of books checked out during the summer.	Increase the number of books checked from the baseline established during summer 2017.	Discontinued based on low number of books checked out in summer of 2017.	Discontinued based on low number of books checked out in summer of 2017.
Parent Engagement	CA School Dashboard Common Core Implementation rated as "met."	Maintain a rating of "met" for Parent Engagement implementation in the CA School Dashboard.	Maintain a rating of "met" for Parent Engagement implementation in the CA School Dashboard.	Maintain a rating of "met" for Parent Engagement implementation in the CA School Dashboard.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools
Specific Grade Spans: Students surveys are administered in grades 3-8.**OR**

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Distribute parent surveys twice a year to collect feedback earlier in the year and have the opportunity to act on areas of identified need and improve as measured by comparing the ratings on the 1st and 2nd surveys.

2018-19 Actions/Services

This action has been modified and included in Goal 2 as part of survey distribution to students, teachers, and parents.

2019-20 Actions/Services

Modified action in Goal 2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost		

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

Specific Grade Spans: Pre TK, TK and Kindergarten

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Increase parent education, preschool and TK participation, and social/health services for incoming TK and kindergarten students through continued partnership with School Readiness.

2018-19 Actions/Services

Increase parent education, preschool participation, and social/health services for incoming TK and kindergarten students through partnership with agencies, such as School Readiness.

2019-20 Actions/Services

Increase parent education, preschool participation, and social/health services for incoming TK and kindergarten students through partnership with agencies, such as School Readiness.

Budgeted Expenditures

Year 2017-18

Amount

0

2018-19

2019-20

Budget

Reference

No additional cost

No additional cost

No additional cost

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:

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)

Specific Grade Spans: Grades TK-1st

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Implement RAR in all TK-1st grades by conducting the following at each elementary site: send books home weekly; and host at least 2 events: launch event and spring event.

2018-19 Actions/Services

Continue to implement RAR in all TK-1st grades by conducting the following at each elementary site: send books home weekly; and host 3 events: launch event, spring event and summer library event.

2019-20 Actions/Services

Continue to implement RAR in all TK-1st grades by conducting the following at each elementary site: send books home weekly; and host 3 events: launch event, spring event and summer library event.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	1,500
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Coordinator stipends	1000-1999: Certificated Personnel Salaries Coordinator stipends	1000-1999: Certificated Personnel Salaries Coordinator stipends

Amount	500	500	500
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits on stipends	3000-3999: Employee Benefits Benefits on stipends	3000-3999: Employee Benefits Benefits on stipends
Amount	800	800	1,300
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Summer reading bags	4000-4999: Books And Supplies Summer reading bags	4000-4999: Books And Supplies Summer reading bags
Amount	3,000	3,000	3,000
Source	Federal	Federal	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement (RS 3010)	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement (RS 3010)	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement (RS 3010)
Amount	750	750	750
Source	Federal	Federal	Federal
Budget Reference	3000-3999: Employee Benefits Benefits on extra duty	3000-3999: Employee Benefits Benefits on extra duty	3000-3999: Employee Benefits Benefits on extra duty

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

English Learners

LEA-wide

All Schools

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

Purchase materials for parent ESL classes for parents of English Learners.

2018-19 Actions/Services

Purchase materials for parent ESL classes for parents of English Learners, as needed.

2019-20 Actions/Services

Purchase materials for parent ESL classes for parents of English Learners, as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ESL materials for parents of English Learners (RS 0200)	4000-4999: Books And Supplies ESL materials for parents of English Learners (RS 0200)	4000-4999: Books And Supplies ESL materials for parents of English Learners (RS 0200)

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to implement a student led conference model to involve both parents and students.

2018-19 Actions/Services

Continue to implement a student led conference model to involve both parents and students.

2019-20 Actions/Services

Continue to implement a student led conference model to involve both parents and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No additional cost	No additional cost	No additional cost

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

New Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

Begin coordination of parent site groups to focus work and align with SPSA goals. Plan organization of structure and processes to enhance involvement of parent representatives at site and district level.

2018-19 Actions/Services

Continue to coordinate and unify parent site groups to focus work and align with SPSA goals. Continue to provide opportunities to involve parents at site and district level to provide input and support work towards LCAP and SPSA goals.

2019-20 Actions/Services

Continue to structure DAC (District Advisory Committee) with a team including a parent from each site to provide input and support LCAP and SPSA goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	3,000	3,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	4000-4999: Books And Supplies materials, childcare, food	4000-4999: Books And Supplies materials, childcare, food	4000-4999: Books And Supplies materials (RS 0300)

Action 7

Specific Student Groups: Homeless & Foster Youth	All Schools
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OR

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

	New Action	Unchanged Action
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	Assign homeless & foster youth liaisons at each site and for the district. Currently, we have liaisons assigned at each of the levels to connect families with resources and assist in monitoring and updating statuses. District liaison will verify foster youth data with county contact quarterly.	Assign and train homeless & foster youth liaisons at each site and for the district to connect families with resources and to assist in monitoring and updating statuses. District liaison will verify foster youth data with county contact quarterly.
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Budgeted Expenditures

Budget
Reference

No additional cost

No additional cost

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Continue to offer parent education and parent involvement opportunities at school sites.

2018-19 Actions/Services

Continue to offer parent education and parent involvement opportunities at the site and district level and partner with community agencies to provide training sessions (e.g. Tehama County Mental Health, etc.).

2019-20 Actions/Services

Continue to offer parent education and parent involvement opportunities at the site and district level and partner with community agencies to provide training sessions (e.g. Tehama County Mental Health, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	5,000
Source	Federal	Federal	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement	1000-1999: Certificated Personnel Salaries Extra duty for events paid from Title I Site Parent Involvement
Amount	1,000	1,000	1,000
Source	Federal	Federal	Federal
Budget Reference	3000-3999: Employee Benefits Extra duty for events paid from Title I Site Parent Involvement	3000-3999: Employee Benefits Extra duty for events paid from Title I Site Parent Involvement	3000-3999: Employee Benefits Extra duty for events paid from Title I Site Parent Involvement
Amount		3,000	3,000
Source		Supp/Conc	Supp/Conc
Budget Reference		4000-4999: Books And Supplies materials and childcare	4000-4999: Books And Supplies materials and childcare

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)

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

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Establish a summer library program for students and families: open the library during summer hours on the site hosting summer programs.

Discontinued summer library program based on low book circulation in 2017-18.

Discontinued summer library program based on low book circulation in 2017-18.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000		
Source	Supp/Conc		
Budget Reference	2000-2999: Classified Personnel Salaries Hire a library technician to run the summer library program for the duration of summer school at the site hosting summer programs Salaries - (RS 0200)		
Amount	1,000		
Source	Supp/Conc		
Budget Reference	3000-3999: Employee Benefits Summer library technician benefits - (RS 0200)		

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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

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

Increase and vary communication to parents; enhance the website; parent communications and surveys; and increase family accessibility to the internet.

2018-19 Actions/Services

Increase and vary communication to parents; enhance the website; parent communications and surveys; and increase family accessibility to the internet.

2019-20 Actions/Services

Increase and vary communication to parents; enhance the website; parent communications and surveys; and increase family accessibility to the internet.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	20,000
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract for digital communication and social media presence. (RS 0200)	5000-5999: Services And Other Operating Expenditures Contract for digital communication and social media presence. (RS 0200)	5000-5999: Services And Other Operating Expenditures Contract for digital communication and social media presence. (RS 0200)

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: Vista Preparatory Academy

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Increase communication between our middle school and the high school by hosting joint parent meetings with our ELACs (English Language Advisory Committee).

2018-19 Actions/Services

Increase communication between our middle school and the high school by hosting at least one joint parent meetings with our ELACs (English Language Advisory Committee).

2019-20 Actions/Services

Increase communication between our middle school and the high school by hosting or inviting high school personnel to at least one joint parent meetings with our ELACs (English Language Advisory Committee).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$4,554,276

Percentage to Increase or Improve Services

28.30%

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).

Red Bluff Union Elementary School District utilized the LCAP BASC Calculator to determine the Minimum Proportionality Percentage (MPP) for the 2019-2020, 2020-2021, and 2021-2022 academic years. The district's unduplicated percentage of low income, foster youth, and English Language Learners are 79.72% per 2018-19 CALPADS report 1.17. The following information outlines the MPP, the actual dollar amount based upon the MPP, and the activities of the district to meet/exceed the MPP OF 28.30%.

The District meets the proportionality requirement by spending \$4,554,276 (see attached list below).

Description of funding to be used in 2019-20 to increase or improve services for unduplicated pupils as compared to the services provided to all pupils.

Continue to provide District-wide PE teachers (2) who will help with student learning and reaching the District goal of reading at a third grade level by 3rd grade by providing frequent and structured collaboration time for teachers to focus on student work and data. Provide a PE Assistant at Vista due to larger class sizes.

Continue to provide full day and Expanded Transitional Kinder (TK) program to students who turn five (5) after the state age cut-off date of September 1st through March 1st, so these students gain experiences in preparation for success in kindergarten.

Increased counseling services will focus on our unduplicated pupils district-wide. The services will include both academic and social emotional support depending on the needs of students. The goal is for these services to improve the overall well being of students whether social emotional or academic.

Set aside funds to start up a school/class to address student behaviors throughout the district.

ITEMRESOURCE 2019-20 Budget Amount

13-14 (6) new classroom teachers - CSR & middle school reconfiguration 0000 \$526,492

13-14 (1) SDC teacher 6500 \$87,751

13-14 (2) Special Ed Paras (new SDC class) 6500 \$99,795

13-14 (2) Psychologists 0200 \$217,282

13-14 (1) Counselor 0200 \$95,509

13-14 (1) District Nurse 0200 \$117,794

13-14 (1) Student Data Systems Manager 0200 \$76,407

13-14 (2) Librarians 0200 \$128,698

13-14 (4) Health Assistants 0200 \$179,344

13-14 (2) District EL Assistants 0200 \$117,259

13-14 Contribution to Special Ed for increased services 0000 \$400,826

13-14 (4) Instructional Coaches 3010 \$291,832

14-15 (3) Response to Intervention (Rti) Teachers 0200 \$330,291

14-15 (6) Response to Intervention (Rit) Assistants 0200 \$197,322

14-15 (1) Technology Assistant 0000 \$77,468

14-15 (1) School Resource Officer (GREAT) 0605 \$25,000

14-15 Summer Program for Academic Intervention (SERRF) 0000 \$10,000

14-15 (1) Music Teacher 0200 \$83,869

15-16 Hire (2) CSR Teachers 0200 \$212,242

15-16 Hire (2) Librarians for other sites 0200 \$122,039

15-16 Hire (1) District English Language Learner Assistant 0200 \$44,252

15-16 Hire (1) Bilingual Registrar 0200 \$62,611

15-16 Before and/or After School Programs 0200 \$12,000

15-16 20% Chromebook replacement 0000 \$100,000

16-17 (2) K-3 CSR teachers 0200 \$169,793

16-17 (3) 6 hour TK Paras 0200 \$108,243

16-17 GATE program 0200 \$15,000

16-17 (2) social workers or counselors 0200 \$202,691

16-17 increase PBIS for behavior interventions 0200 \$4,000

17-18 (2) PE teachers district wide to help with collaboration time 0200 \$166,464

19-20 (1) 6 hr PE Assistant district wide to help with collaboration time (lg classes) 0200 \$22,000

19-20 Start up Behavior school/classes 0200 \$250,000

LCFF Additions: TOTAL \$4,554,276

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,257,062

27.67%

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).

Red Bluff Union Elementary School District utilized the LCAP BASC Calculator to determine the Minimum Proportionality Percentage (MPP) for the 2018-2019, 2019-2020, and 2020-2021 academic years. The district's unduplicated percentage of low income, foster youth, and English Language Learners are 79.72% per 2017-18 CALPADS report 1.17. The following information outlines the MPP, the actual dollar amount based upon the MPP, and the activities of the district to meet/exceed the MPP OF 27.67%.

The District meets the proportionality requirement by spending \$4,257,062.

Description of funding to be used in 2018-19 to increase or improve services for unduplicated pupils as compared to the services provided to all pupils.

Continue to provide District-wide PE teachers (2) who will help with student learning and reaching the District goal of reading at a third grade level by 3rd grade by providing frequent and structured collaboration time for teachers to focus on student work and data.

Continue to provide full day and Expanded Transitional Kinder (TK) program to students who turn five (5) after the state age cut-off date of September 1st through March 1st, so these students gain experiences in preparation for success in kindergarten.

Increased counseling services will focus on our unduplicated pupils district-wide. The services will include both academic and social emotional support depending on the needs of students. The goal is for these services to improve the overall well being of students whether social emotional or academic.

ITEMRESOURCE 2018-19 Budget Amount

13-14 (6) new classroom teachers - CSR & middle school reconfiguration	0000	\$516,168	
13-14 (1) SDC teacher	6500	\$86,031	
13-14 (2) Special Ed Paras (new SDC class)	6500	\$91,555	
13-14 (2) Psychologists	0200	\$213,022	
13-14 (1) Counselor			0200
		\$ 93,636	
13-14 (1) District Nurse	0200	\$115,484	
13-14 (1) Student Data Systems Manager	0200	\$74,909	
13-14 (2) Librarians	0200	\$126,175	
13-14 (4) Health Assistants	0200	\$175,828	
13-14 (2) District EL Assistants	0200	\$107,577	
13-14 Contribution to Special Ed for increased services	0000	\$400,826	
13-14 (4) Instructional Coaches	3010	\$286,110	
14-15 (3) Response to Intervention (Rti) Teachers	0200	\$315,241	
14-15 (6) Response to Intervention (Rit) Assistants	0200	\$181,030	
14-15 (1) Technology Assistant	0000	\$75,949	
14-15 (1) School Resource Officer (GREAT)	0605	\$25,000	
14-15 Summer Program for Academic Intervention (SERRF)	0000	\$10,000	

14-15 (1) Music Teacher	0200	\$76,261	
15-16 Hire (2) CSR Teachers	0200	\$208,080	
15-16 Hire (2) Librarians for other sites	0200	\$119,646	
15-16 Hire (1) District English Language Learner Assistant	0200	\$43,385	
15-16 Hire (1) Bilingual Registrar	0200	\$61,384	
15-16 Before and/or After School Programs	0200	\$12,000	
15-16 (2) Additional classrooms at Vista Prep (planning phase)	0000	\$75,000	
15-16 20% Chromebook replacement		\$100,000	0000
16-17 (2) K-3 CSR teachers	0200	\$166,464	
16-17 (3) 6 hour TK Paras	0200	\$106,121	
16-17 CCSS & NGSS Training	0200	\$10,000	
16-17 GATE program		\$15,000	0200
16-17 (2) social workers or counselors	0200	\$198,716	
16-17 increase PBIS for behavior interventions	0200	\$4,000	
17-18 (2) PE teachers district wide to help with collaboration time	0200	\$166,464	
LCFF Additions: TOTAL \$4,257,062			

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$4,098,081

Percentage to Increase or Improve Services

27.98%

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).

Red Bluff Union Elementary School District utilized the LCAP BASC Calculator (v.15.1) to determine the Minimum Proportionality Percentage (MPP) for the 2017-2018, 2018-2019, and 2019-2020 academic years. The district's unduplicated percentage of low income, foster youth, and English Language Learners are 77.91% per 2016-17 CALPADS report 1.17. The following information outlines the MPP, the actual dollar amount based upon the MPP, and the activities of the district to meet/exceed the MPP OF 27.98%.

SCHOOL ACTIVITIES/SERVICES BEYOND CORE:

ITEM

13-14 (6) New classroom teachers - CSR & middle school reconfiguration

13-14 (1) SDC teacher

13-14 (2) Special Ed Paras (new SDC class)

13-14 (2) Psychologists

13-14 (1) Counselor

13-14 (1) District Nurse

13-14 (1) Student Data Systems Manager

13-14 (2) Librarians

13-14 (4) Health Assistants

13-14 (2) District EL Assistants

13-14 Contribution to Special Ed for increased services

13-14 (4) Instructional Coaches

14-15 (3) Response to Intervention (Rti) Teachers

14-15 (6) Response to Intervention (Rti) Assistants

14-15 (1) Technology Assistant

14-15 (1) School Resource Officer (GREAT)

14-15 Summer Program for Academic Intervention (SERRF)

14-15 (1) Music Teacher

15-16 Contract for one day of counseling per week/per school

15-16 Hire (2) CSR Teachers

15-16 Hire (2) Librarians for other sites
15-16 Hire (1) District English Language Learner Assistant
15-16 Hire (1) Bilingual Registrar
15-16 Before and/or After School Programs
15-16 (2) Additional classrooms at Vista Prep (planning phase)
15-16 20% Chromebook replacement
15-16 Partnership with School Readiness

16-17 (2) K-3 CSR teachers
16-17 CCSS & NGSS training
16-17 Extend TK program to full day
16-17 (3) 6 hour TK Paras
16-17 GATE program
16-17 (2) Social workers or counselors
16-17 (1) Summer Library
16-17 iReady software

17-18 Hire (2) district-wide PE teachers (for collaboration time)

ATE (Formerly BTSA)
Instructional Software multiple
Library Books/Reference Materials
Library Books/Reference Materials
Athletic Activities

TOTAL \$4,169,728

Description of funding to be used in 2017-18 is to increase or improve services for unduplicated pupils as compared to the services provided to all pupils:

Increase social-emotional support district-wide by hiring school social workers or additional counselors so each site has one counselor or school social worker assigned to it full time. Community Day School (CDS) sites would share counselors corresponding to the grade levels served or campus proximity to a site. This service is primarily directed to serve our unduplicated students by addressing social emotional needs and helping to establish understandings for acceptable school and social behaviors.

The addition of instructional assistants in kindergarten was added to assist with developing a strong foundation in social-emotional behaviors and academic readiness skills. This service is mainly directed to support our unduplicated students in the early grade to assist in "leveling the playing field," in other words, to provide all students equitable access to teaching and learning in order to be successful and reach grade level expectations.

Transitional Kinder (TK) program changes including full day, early admittance on case-by-case basis and the additional of full day instructional assistance is principally directed to provide additional experiences for our unduplicated students by providing early opportunities for socializing in a school setting and gaining more experiences to support academics and social emotional needs. The full day program will attract more students to attend and gain these experiences.

The District meets the proportionality requirement by spending \$4,169,728 which is over the required amount of \$4,098,081.

Description of funding to be used in 2017-18 to increase or improve services for unduplicated pupils as compared to the services provided to all pupils.

District-wide, the addition of (2) PE teachers will help with student learning and reaching the District goal of reading at a third grade level by 3rd grade by providing frequent and structured collaboration time for teachers to focus on student work and data.

Continue to provide full day and Expanded Transitional Kinder (TK) program to students who turn five (5) after the state age cut-off date of September 1st through March 1st, so these students gain experiences in preparation for success in kindergarten.

Increased counseling services will focus on our unduplicated pupils district-wide. The services will include both academic and social emotional support depending on the needs of students. The goal is for these services to improve the overall well being of students

whether social emotional or academic.

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.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	18,157,491.00	18,106,674.00	18,260,222.00	18,157,491.00	18,725,389.00	55,143,102.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	13,378,605.00	13,500,388.00	13,577,620.00	13,378,605.00	13,492,944.00	40,449,169.00
Federal	14,750.00	14,750.00	14,750.00	14,750.00	9,750.00	39,250.00
Other	507,074.00	507,074.00	498,124.00	507,074.00	502,824.00	1,508,022.00
State	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Supp/Conc	4,257,062.00	4,084,462.00	4,169,728.00	4,257,062.00	4,714,871.00	13,141,661.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	18,157,491.00	18,106,674.00	18,260,222.00	18,157,491.00	18,725,389.00	55,143,102.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,569,452.00	7,569,452.00	7,326,200.00	7,569,452.00	7,707,387.00	22,603,039.00
2000-2999: Classified Personnel Salaries	2,717,015.00	2,730,798.00	2,670,662.00	2,717,015.00	2,773,865.00	8,161,542.00
3000-3999: Employee Benefits	4,599,617.00	4,632,617.00	4,451,334.00	4,599,617.00	4,738,930.00	13,789,881.00
4000-4999: Books And Supplies	846,584.00	844,784.00	1,074,250.00	846,584.00	898,084.00	2,818,918.00
5000-5999: Services And Other Operating Expenditures	1,850,007.00	1,934,207.00	2,151,716.00	1,850,007.00	1,782,307.00	5,784,030.00
6000-6999: Capital Outlay	240,000.00	60,000.00	251,244.00	240,000.00	240,000.00	731,244.00
7000-7439: Other Outgo	64,816.00	64,816.00	64,816.00	64,816.00	64,816.00	194,448.00
8900: Contributions	270,000.00	270,000.00	270,000.00	270,000.00	520,000.00	1,060,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	18,157,491.00	18,106,674.00	18,260,222.00	18,157,491.00	18,725,389.00	55,143,102.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	6,375,000.00	6,375,000.00	6,330,083.00	6,375,000.00	6,452,124.00	19,157,207.00
1000-1999: Certificated Personnel Salaries	Federal	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	24,000.00
1000-1999: Certificated Personnel Salaries	Other	2,250.00	2,250.00	0.00	2,250.00	0.00	2,250.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	1,184,202.00	1,184,202.00	988,117.00	1,184,202.00	1,247,263.00	3,419,582.00
2000-2999: Classified Personnel Salaries	Base	1,709,740.00	1,723,523.00	1,676,214.00	1,709,740.00	1,744,000.00	5,129,954.00
2000-2999: Classified Personnel Salaries	Other	1,000.00	1,000.00	0.00	1,000.00	0.00	1,000.00
2000-2999: Classified Personnel Salaries	Supp/Conc	1,006,275.00	1,006,275.00	994,448.00	1,006,275.00	1,029,865.00	3,030,588.00
3000-3999: Employee Benefits	Base	3,660,000.00	3,693,000.00	3,592,805.00	3,660,000.00	3,737,955.00	10,990,760.00
3000-3999: Employee Benefits	Federal	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	5,250.00
3000-3999: Employee Benefits	Other	1,000.00	1,000.00	0.00	1,000.00	0.00	1,000.00
3000-3999: Employee Benefits	Supp/Conc	936,867.00	936,867.00	856,779.00	936,867.00	999,225.00	2,792,871.00
4000-4999: Books And Supplies	Base	273,865.00	273,865.00	273,865.00	273,865.00	273,865.00	821,595.00
4000-4999: Books And Supplies	Federal	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supp/Conc	572,719.00	570,919.00	800,385.00	572,719.00	624,219.00	1,997,323.00
5000-5999: Services And Other Operating Expenditures	Base	1,050,000.00	1,135,000.00	1,383,409.00	1,050,000.00	975,000.00	3,408,409.00
5000-5999: Services And Other Operating Expenditures	Federal	5,000.00	5,000.00	5,000.00	5,000.00	0.00	10,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Other	438,008.00	438,008.00	433,308.00	438,008.00	438,008.00	1,309,324.00
5000-5999: Services And Other Operating Expenditures	State	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	356,999.00	356,199.00	329,999.00	356,999.00	364,299.00	1,051,297.00
6000-6999: Capital Outlay	Base	40,000.00	30,000.00	51,244.00	40,000.00	40,000.00	131,244.00
6000-6999: Capital Outlay	Supp/Conc	200,000.00	30,000.00	200,000.00	200,000.00	200,000.00	600,000.00
7000-7439: Other Outgo	Other	64,816.00	64,816.00	64,816.00	64,816.00	64,816.00	194,448.00
8900: Contributions	Base	270,000.00	270,000.00	270,000.00	270,000.00	270,000.00	810,000.00
8900: Contributions	Supp/Conc	0.00	0.00	0.00	0.00	250,000.00	250,000.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	16,944,057.00	17,063,240.00	17,212,262.00	16,944,057.00	17,313,776.00	51,470,095.00
Goal 2	1,172,384.00	1,002,384.00	1,004,910.00	1,172,384.00	1,370,563.00	3,547,857.00
Goal 3	41,050.00	41,050.00	43,050.00	41,050.00	41,050.00	125,150.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	4,705,136.00	4,535,336.00	4,646,102.00	4,705,136.00	5,092,799.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
Federal	9,750.00	9,750.00	3,750.00	9,750.00	9,750.00
Other	502,824.00	502,824.00	498,124.00	502,824.00	502,824.00
State	0.00	0.00	0.00	0.00	0.00
Supp/Conc	4,192,562.00	4,022,762.00	4,144,228.00	4,192,562.00	4,580,225.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	15,713,526.00	15,835,309.00	13,749,700.00	15,713,526.00	13,497,944.00
	0.00	0.00	0.00	0.00	0.00
Base	13,378,605.00	13,500,388.00	13,577,620.00	13,378,605.00	13,492,944.00
Federal	5,000.00	5,000.00	11,000.00	5,000.00	0.00
Other	501,874.00	501,874.00	0.00	501,874.00	0.00
State	0.00	0.00	0.00	0.00	5,000.00
Supp/Conc	1,828,047.00	1,828,047.00	161,080.00	1,828,047.00	0.00

2018-19 2nd Grade Math

2nd Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	70	35%	20	30%	36	42%	7	23%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	76	35%	27	36%	42	38%	4	7%	0	0%	0	0%	1	11%	3	33%
Intervention Fall 2018	76	37%	19	40%	31	38%	9	46%	0	0%	3	39%	0	0%	0	0%
Intervention Spring 2019	63	30%	22	27%	30	28%	12	26%	0	0%	3	33%	1	11%	2	17%
Urgent Int. Fall 2018	55	28%	20	30%	19	20%	9	31%	0	0%	2	28%	0	0%	0	0%
Urgent Int. Spring 2019	50	35%	32	37%	36	34%	14	34%	0	0%	3	33%	1	11%	3	50%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	25	33%	1	11%	19	42%	0	0%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	35	44%	7	47%	24	43%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Fall 2018	31	41%	6	67%	14	31%	2	67%	0	0%	2	67%	0	0%	0	0%
Intervention Spring 2019	22	28%	4	27%	15	27%	0	0%	0	0%	2	50%	0	0%	0	0%
Urgent Int. Fall 2018	19	25%	2	22%	12	27%	1	33%	0	0%	1	33%	0	0%	0	0%
Urgent Int. Spring 2019	23	29%	4	27%	17	30%	0	0%	0	0%	2	50%	0	0%	2	100%

2018-19 2nd Grade Math

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	23	38%	10	48%	8	39%	3	43%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	18	29%	9	30%	9	35%	0	0%	0	0%	0	0%	1	33%	2	50%
Intervention Fall 2018	26	43%	7	33%	10	48%	3	43%	0	0%	0	0%	0	0%	0	0%
Intervention Spring 2019	18	29%	9	30%	5	19%	4	36%	0	0%	0	0%	1	33%	2	50%
Urgent Int. Fall 2018	12	20%	4	19%	3	14%	1	13%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Spring 2019	27	43%	12	40%	12	46%	7	64%	0	0%	0	0%	1	33%	0	0%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	22	33%	9	31%	9	45%	4	27%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	23	33%	11	31%	9	35%	4	21%	0	0%	0	0%	0	0%	1	50%
Intervention Fall 2018	19	28%	6	21%	7	35%	4	27%	0	0%	1	50%	0	0%	0	0%
Intervention Spring 2019	23	33%	9	25%	10	38%	8	42%	0	0%	1	50%	0	0%	0	0%
Urgent Int. Fall 2018	26	39%	14	48%	4	20%	7	47%	0	0%	1	50%	0	0%	0	0%
Urgent Int. Spring 2019	24	34%	16	44%	7	27%	7	37%	0	0%	1	50%	0	0%	1	50%

2018-19 3rd Grade Math

3rd Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	74	32%	18	27%	38	42%	4	12%	1	17%	1	4%	0	0%	1	17%
At/Above Spring 2019	87	38%	23	25%	54	45%	7	18%	5	67%	1	2%	1	17%	3	15%
Intervention Fall 2018	74	35%	24	35%	31	35%	13	37%	1	17%	3	13%	0	0%	0	0%
Intervention Spring 2019	61	27%	24	29%	32	25%	10	33%	0	0%	1	2%	1	17%	4	18%
Urgent Int. Fall 2018	69	30%	21	38%	22	23%	6	18%	0	0%	9	50%	0	0%	1	17%
Urgent Int. Spring 2019	60	35%	38	45%	40	31%	13	50%	0	0%	23	96%	4	67%	7	33%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	23	38%	3	21%	16	48%	0	0%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	30	42%	3	14%	24	58%	0	0%	2	100%	0	0%	0	0%	1	25%
Intervention Fall 2018	18	30%	2	14%	12	36%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Spring 2019	21	30%	7	33%	9	22%	1	33%	0	0%	0	0%	1	50%	1	25%
Urgent Int. Fall 2018	20	33%	9	64%	5	15%	0	0%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Spring 2019	20	28%	11	52%	8	20%	2	67%	0	0%	2	100%	1	50%	2	50%

2018-19 3rd Grade Math

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	23	29%	8	32%	13	35%	2	18%	0	0%	1	13%	0	0%	1	50%
At/Above Spring 2019	29	32%	11	32%	15	28%	5	39%	0	0%	1	6%	1	50%	2	20%
Intervention Fall 2018	29	37%	10	40%	11	30%	5	45%	0	0%	3	38%	0	0%	0	0%
Intervention Spring 2019	23	25%	7	21%	16	30%	2	15%	0	0%	1	6%	0	0%	3	30%
Urgent Int. Fall 2018	26	33%	7	28%	13	35%	4	36%	0	0%	4	50%	0	0%	1	50%
Urgent Int. Spring 2019	40	43%	16	47%	23	43%	6	46%	0	0%	14	88%	1	50%	5	50%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	28	29%	7	29%	9	43%	2	17%	1	50%	0	0%	0	0%	0	0%
At/Above Spring 2019	28	41%	9	30%	15	49%	2	14%	3	100%	0	0%	0	0%	0	0%
Intervention Fall 2018	27	38%	12	50%	8	38%	8	67%	1	50%	0	0%	0	0%	0	0%
Intervention Spring 2019	17	25%	10	33%	7	23%	7	50%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Fall 2018	17	24%	5	21%	4	19%	2	17%	0	0%	5	100%	0	0%	0	0%
Urgent Int. Spring 2019	23	34%	11	37%	9	29%	5	36%	0	0%	7	100%	2	100%	0	0%

2018-19 4th Grade Math

4th Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	45	23%	10	19%	25	22%	1	5%	2	33%	0	0%	0	0%	0	0%
At/Above Spring 2019	69	32%	17	24%	48	38%	1	4%	1	11%	1	4%	1	8%	1	17%
Intervention Fall 2018	78	40%	24	40%	39	38%	12	53%	0	0%	6	23%	1	17%	0	0%
Intervention Spring 2019	55	31%	23	34%	27	29%	13	52%	1	17%	5	14%	2	17%	2	33%
Urgent Int. Fall 2018	59	31%	21	35%	28	28%	9	39%	0	0%	19	77%	1	17%	0	0%
Urgent Int. Spring 2019	39	32%	24	35%	27	30%	10	40%	0	0%	20	82%	1	8%	3	50%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	20	29%	2	10%	12	31%	0	0%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	34	42%	4	16%	27	56%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Fall 2018	23	33%	8	40%	13	34%	4	67%	0	0%	2	22%	0	0%	0	0%
Intervention Spring 2019	23	28%	11	42%	10	20%	6	67%	0	0%	4	29%	0	0%	1	50%
Urgent Int. Fall 2018	27	39%	10	50%	13	34%	2	33%	0	0%	7	78%	0	0%	0	0%
Urgent Int. Spring 2019	24	30%	11	42%	12	24%	3	33%	0	0%	10	71%	0	0%	1	50%

2018-19 4th Grade Math

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	23	36%	7	44%	13	35%	1	14%	2	100%	0	0%	0	0%	0	0%
At/Above Spring 2019	33	50%	12	52%	20	51%	1	12%	1	33%	1	12%	1	25%	1	50%
Intervention Fall 2018	25	39%	6	38%	14	27%	3	43%	0	0%	1	14%	1	50%	0	0%
Intervention Spring 2019	18	27%	5	22%	11	28%	3	38%	0	0%	1	12%	2	50%	0	0%
Urgent Int. Fall 2018	16	25%	3	19%	10	27%	3	43%	0	0%	6	86%	1	50%	0	0%
Urgent Int. Spring 2019	15	23%	6	26%	8	21%	4	50%	0	0%	6	75%	1	25%	1	50%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	2	3%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	2	5%	1	5%	1	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Fall 2018	30	48%	10	43%	12	52%	5	50%	0	0%	3	33%	0	0%	0	0%
Intervention Spring 2019	14	37%	7	37%	6	38%	4	50%	1	50%	0	0%	0	0%	1	50%
Urgent Int. Fall 2018	19	30%	8	35%	5	22%	4	40%	0	0%	6	67%	0	0%	0	0%
Urgent Int. Spring 2019	16	42%	7	37%	7	44%	3	38%	0	0%	4	100%	0	0%	1	50%

2018-19 5th Grade Math

5th Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	39	18%	10	17%	20	19%	0	0%	4	33%	0	0%	0	0%	0	0%
At/Above Spring 2019	56	26%	14	19%	38	29%	3	23%	5	44%	1	2%	0	0%	1	8%
Intervention Fall 2018	72	37%	20	32%	41	41%	3	10%	6	56%	1	5%	0	0%	1	17%
Intervention Spring 2019	64	29%	18	24%	42	32%	5	15%	3	18%	2	9%	2	22%	3	33%
Urgent Int. Fall 2018	94	45%	31	51%	36	40%	18	57%	1	11%	20	95%	0	0%	1	17%
Urgent Int. Spring 2019	55	45%	41	57%	47	40%	16	62%	3	28%	27	89%	1	11%	6	58%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	25	31%	5	28%	14	33%	0	0%	2	50%	0	0%	0	0%	0	0%
At/Above Spring 2019	29	36%	6	30%	20	37%	1	50%	1	33%	0	0%	0	0%	0	0%
Intervention Fall 2018	33	42%	9	50%	18	43%	0	0%	2	50%	0	0%	0	0%	0	0%
Intervention Spring 2019	31	38%	5	25%	23	43%	0	0%	1	3%	1	17%	0	0%	1	50%
Urgent Int. Fall 2018	21	27%	4	22%	10	24%	0	0%	0	0%	5	100%	0	0%	0	0%
Urgent Int. Spring 2019	22	27%	9	45%	11	20%	1	50%	1	33%	5	83%	0	0%	1	50%

2018-19 5th Grade Math

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	12	19%	4	16%	5	20%	0	0%	2	50%	0	0%	0	0%	0	0%
At/Above Spring 2019	15	23%	7	23%	7	23%	2	18%	4	100%	1	7%	0	0%	0	0%
Intervention Fall 2018	18	28%	9	35%	6	24%	3	30%	2	50%	0	0%	0	0%	0	0%
Intervention Spring 2019	18	27%	9	30%	8	26%	4	36%	0	0%	0	0%	2	67%	1	25%
Urgent Int. Fall 2018	34	53%	13	50%	14	56%	7	70%	0	0%	9	100%	0	0%	0	0%
Urgent Int. Spring 2019	33	50%	14	47%	16	52%	5	45%	0	0%	13	93%	1	33%	3	75%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	2	4%	1	6%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	12	18%	1	4%	11	26%	0	0%	0	0%	0	0%	0	0%	1	25%
Intervention Fall 2018	21	40%	2	12%	17	57%	0	0%	2	67%	1	14%	0	0%	1	50%
Intervention Spring 2019	15	23%	4	17%	11	26%	1	9%	2	50%	1	10%	0	0%	1	25%
Urgent Int. Fall 2018	29	56%	14	82%	12	40%	11	100%	1	33%	6	86%	0	0%	1	50%
Urgent Int. Spring 2019	39	59%	18	78%	20	48%	10	91%	2	50%	9	90%	0	0%	2	50%

2018-19 Vista Math

6th, 7th, 8th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	168	29%	61	28%	87	30%	5	9%	30	45%	2	3%	3	33%	1	8%
At/Above Spring 2019	211	35%	68	30%	120	39%	3	5%	36	53%	5	6%	3	22%	9	33%
Intervention Fall 2018	185	32%	73	33%	94	33%	13	27%	28	43%	7	10%	1	11%	5	29%
Intervention Spring 2019	168	28%	67	29%	82	26%	15	29%	23	34%	9	11%	0	0%	7	24%
Urgent Int. Fall 2018	216	38%	88	40%	107	37%	32	64%	8	12%	63	88%	2	22%	11	63%
Urgent Int. Spring 2019	154	37%	92	41%	107	35%	34	64%	9	13%	70	83%	8	78%	11	43%

6th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	49	26%	15	22%	25	27%	3	13%	7	34%	2	8%	0	0%	0	0%
At/Above Spring 2019	73	36%	19	26%	41	41%	2	8%	12	54%	3	11%	0	0%	6	33%
Intervention Fall 2018	62	33%	19	27%	36	39%	5	22%	9	43%	4	16%	0	0%	4	36%
Intervention Spring 2019	56	27%	21	28%	28	28%	6	24%	6	27%	4	14%	0	0%	5	28%
Urgent Int. Fall 2018	76	41%	36	51%	32	34%	15	65%	5	24%	19	76%	0	0%	7	64%
Urgent Int. Spring 2019	75	37%	34	46%	32	32%	17	68%	4	18%	21	75%	2	100%	7	39%

2018-19 Vista Math

7th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	56	28%	20	28%	30	27%	1	8%	13	54%	0	0%	1	33%	0	0%
At/Above Spring 2019	68	33%	23	31%	39	35%	0	0%	14	56%	0	0%	1	25%	1	25%
Intervention Fall 2018	69	35%	27	37%	36	35%	3	23%	9	38%	1	5%	1	33%	1	50%
Intervention Spring 2019	60	29%	21	28%	32	29%	3	23%	8	32%	3	12%	0	0%	1	25%
Urgent Int. Fall 2018	72	37%	26	36%	38	37%	9	69%	2	8%	21	95%	1	33%	1	50%
Urgent Int. Spring 2019	79	38%	31	41%	39	35%	10	77%	3	12%	23	88%	3	75%	2	50%

8th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	63	34%	26	33%	32	35%	1	7%	10	48%	0	0%	2	67%	1	25%
At/Above Spring 2019	70	37%	26	33%	40	40%	1	7%	10	48%	2	7%	2	40%	2	40%
Intervention Fall 2018	54	29%	27	34%	22	24%	5	36%	10	48%	2	8%	0	0%	0	0%
Intervention Spring 2019	52	27%	25	32%	22	22%	6	40%	9	43%	2	7%	0	0%	1	20%
Urgent Int. Fall 2018	67	36%	26	33%	37	41%	8	57%	1	5%	23	92%	1	33%	3	75%
Urgent Int. Spring 2019	68	36%	27	35%	36	37%	7	47%	2	10%	26	87%	3	60%	2	40%

2018-19 2nd Grade Reading

2nd grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	67	33%	21	37%	34	34%	4	21%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	71	36%	21	30%	44	38%	5	18%	0	0%	0	0%	2	22%	4	42%
Intervention Fall 2018	74	57%	35	55%	49	56%	18	68%	0	0%	5	58%	0	0%	0	0%
Intervention Spring 2019	34	26%	19	27%	27	24%	10	38%	0	0%	0	0%	0	0%	2	25%
Urgent Int. Fall 2018	43	10%	4	8%	11	10%	1	11%	0	0%	1	8%	0	0%	0	0%
Urgent Int. Spring 2019	44	39%	32	43%	32	34%	16	44%	0	0%	6	67%	1	11%	2	33%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	29	39%	5	42%	22	42%	1	33%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	34	43%	5	33%	25	45%	1	25%	0	0%	0	0%	0	0%	0	0%
Intervention Fall 2018	34	46%	5	42%	24	44%	1	33%	0	0%	3	75%	0	0%	0	0%
Intervention Spring 2019	24	30%	5	33%	17	30%	2	50%	0	0%	0	0%	0	0%	1	50%
Urgent Int. Fall 2018	11	15%	2	17%	8	15%	1	33%	0	0%	1	25%	0	0%	0	0%
Urgent Int. Spring 2019	22	28%	5	33%	14	25%	1	25%	0	0%	4	100%	0	0%	1	50%

2018-19 2nd Grade Reading

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	19	30%	9	43%	6	29%	1	14%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	23	36%	10	34%	11	32%	2	17%	0	0%	0	0%	2	67%	3	75%
Intervention Fall 2018	39	62%	12	57%	13	62%	6	86%	0	0%	0	0%	0	0%	0	0%
Intervention Spring 2019	18	29%	11	37%	5	19%	6	50%	0	0%	0	0%	0	0%	1	25%
Urgent Int. Fall 2018	5	8%	0	0%	2	10%	0	0%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Spring 2019	22	35%	9	30%	10	38%	4	33%	0	0%	0	0%	1	33%	0	0%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	19	30%	7	26%	6	32%	2	16%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	14	28%	6	22%	8	38%	2	13%	0	0%	0	0%	0	0%	1	50%
Intervention Fall 2018	40	63%	18	67%	12	63%	11	85%	0	0%	2	100%	0	0%	0	0%
Intervention Spring 2019	10	20%	3	11%	5	24%	2	13%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Fall 2018	4	6%	2	7%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Spring 2019	27	53%	18	67%	8	38%	11	73%	0	0%	2	100%	0	0%	1	50%

2018-19 3rd Grade Reading

3rd Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	91	41%	25	38%	49	44%	16	31%	1	17%	2	6%	0	0%	2	33%
At/Above Spring 2019	86	38%	21	26%	56	45%	3	16%	4	55%	2	4%	1	17%	2	7%
Intervention Fall 2018	51	20%	13	18%	19	20%	7	20%	1	17%	1	3%	1	17%	0	0%
Intervention Spring 2019	72	28%	30	36%	28	22%	13	39%	0	0%	3	10%	4	67%	5	27%
Urgent Int. Fall 2018	80	38%	28	44%	34	36%	12	48%	0	0%	16	91%	1	17%	0	0%
Urgent Int. Spring 2019	53	34%	32	48%	43	33%	15	45%	1	11%	19	86%	1	17%	7	33%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	37	55%	7	41%	27	68%	1	50%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	34	51%	6	31%	26	64%	1	33%	2	100%	0	0%	0	0%	0	0%
Intervention Fall 2018	11	16%	1	6%	6	15%	0	0%	0	0%	0	0%	1	50%	0	0%
Intervention Spring 2019	19	28%	7	37%	8	20%	1	33%	0	0%	0	0%	2	100%	2	50%
Urgent Int. Fall 2018	19	28%	9	53%	7	18%	1	50%	0	0%	3	100%	1	50%	0	0%
Urgent Int. Spring 2019	14	21%	6	62%	7	17%	1	33%	0	0%	2	100%	0	0%	2	50%

2018-19 3rd Grade Reading

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	33	39%	12	46%	17	41%	12	18%	0	0%	2	18%	0	0%	2	100%
At/Above Spring 2019	30	32%	9	27%	18	32%	2	15%	0	0%	2	12%	1	50%	2	20%
Intervention Fall 2018	18	21%	5	19%	7	17%	4	36%	0	0%	1	9%	0	0%	0	0%
Intervention Spring 2019	24	26%	11	33%	13	23%	4	31%	0	0%	2	13%	1	50%	3	30%
Urgent Int. Fall 2018	33	39%	9	35%	17	41%	5	45%	0	0%	8	73%	0	0%	0	0%
Urgent Int. Spring 2019	39	42%	13	39%	25	45%	7	54%	0	0%	12	75%	0	0%	5	50%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	21	29%	6	26%	5	24%	3	25%	1	50%	0	0%	0	0%	0	0%
At/Above Spring 2019	22	32%	6	20%	12	40%	0	0%	2	66%	0	0%	0	0%	0	0%
Intervention Fall 2018	16	23%	7	30%	6	29%	3	25%	1	50%	0	0%	0	0%	0	0%
Intervention Spring 2019	20	29%	12	39%	7	23%	8	53%	0	0%	1	17%	1	50%	0	0%
Urgent Int. Fall 2018	34	48%	10	43%	10	48%	6	50%	0	0%	5	100%	0	0%	0	0%
Urgent Int. Spring 2019	28	40%	13	42%	11	37%	7	47%	1	33%	5	83%	1	50%	0	0%

2018-19 4th Grade Reading

4th Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	85	43%	20	32%	53	50%	3	12%	2	33%	0	0%	1	17%	0	0%
At/Above Spring 2019	88	42%	24	33%	60	49%	1	4%	3	33%	1	3%	1	8%	1	11%
Intervention Fall 2018	38	22%	17	28%	22	22%	6	26%	0	0%	1	5%	0	0%	0	0%
Intervention Spring 2019	45	20%	17	23%	21	17%	9	32%	0	0%	2	7%	1	8%	1	11%
Urgent Int. Fall 2018	72	36%	27	40%	29	27%	16	62%	0	0%	27	95%	1	17%	2	33%
Urgent Int. Spring 2019	54	38%	32	44%	42	34%	17	64%	2	33%	26	90%	2	17%	5	61%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	33	46%	5	21%	26	59%	1	13%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	30	38%	4	16%	24	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Fall 2018	10	14%	5	21%	4	9%	0	0%	0	0%	0	0%	0	0%	0	0%
Intervention Spring 2019	18	23%	10	40%	7	15%	4	44%	0	0%	1	9%	0	0%	1	33%
Urgent Int. Fall 2018	30	41%	14	58%	14	32%	7	88%	0	0%	13	100%	0	0%	2	100%
Urgent Int. Spring 2019	31	39%	11	44%	17	35%	5	56%	0	0%	10	91%	0	0%	2	67%

2018-19 4th Grade Reading

Jackson Heights	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	29	45%	7	41%	16	43%	1	14%	2	100%	0	0%	1	50%	0	0%
At/Above Spring 2019	34	48%	12	52%	21	48%	1	13%	3	100%	0	0%	1	25%	0	0%
Intervention Fall 2018	20	31%	7	41%	12	32%	4	57%	0	0%	1	14%	0	0%	0	0%
Intervention Spring 2019	14	20%	3	13%	9	20%	1	13%	0	0%	1	13%	1	25%	0	0%
Urgent Int. Fall 2018	16	25%	3	18%	9	24%	2	29%	0	0%	6	86%	1	50%	0	0%
Urgent Int. Spring 2019	23	32%	8	35%	14	32%	6	75%	0	0%	7	88%	2	50%	1	50%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	23	37%	8	35%	11	48%	1	10%	0	0%	0	0%	0	0%	0	0%
At/Above Spring 2019	24	39%	8	32%	15	49%	0	0%	0	0%	1	10%	0	0%	1	33%
Intervention Fall 2018	14	22%	5	22%	6	26%	2	20%	0	0%	0	0%	0	0%	0	0%
Intervention Spring 2019	11	18%	4	16%	5	16%	4	40%	0	0%	0	0%	0	0%	0	0%
Urgent Int. Fall 2018	26	41%	10	43%	6	26%	7	70%	0	0%	8	100%	0	0%	0	0%
Urgent Int. Spring 2019	26	43%	13	52%	11	35%	6	60%	2	100%	9	90%	0	0%	2	67%

2018-19 5th Grade Reading

5th Grade	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	72	37%	19	30%	45	42%	0	0%	5	47%	2	22%	0	0%	1	17%
At/Above Spring 2019	92	41%	24	31%	63	47%	1	3%	7	53%	2	13%	2	22%	1	7%
Intervention Fall 2018	45	26%	18	28%	26	26%	8	40%	4	42%	1	6%	0	0%	0	0%
Intervention Spring 2019	59	20%	19	25%	20	16%	8	37%	4	36%	3	8%	0	0%	3	32%
Urgent Int. Fall 2018	80	36%	25	42%	30	32%	14	60%	1	11%	15	72%	0	0%	1	17%
Urgent Int. Spring 2019	49	39%	35	44%	47	37%	16	60%	2	11%	25	78%	1	11%	7	62%

Bidwell	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	36	48%	8	40%	25	53%	0	0%	1	33%	2	66%	0	0%	0	0%
At/Above Spring 2019	39	49%	7	35%	29	55%	0	0%	1	33%	2	40%	0	0%	0	0%
Intervention Fall 2018	22	30%	7	35%	13	27%	1	50%	2	67%	0	0%	0	0%	0	0%
Intervention Spring 2019	18	23%	6	30%	10	19%	1	50%	2	67%	0	0%	0	0%	1	50%
Urgent Int. Fall 2018	16	22%	5	25%	10	21%	1	50%	0	0%	1	33%	0	0%	0	0%
Urgent Int. Spring 2019	23	29%	7	35%	14	26%	1	50%	0	0%	3	60%	0	0%	1	50%

2018-19 5th Grade Reading

J.H.	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	19	29%	8	31%	6	24%	0	0%	3	75%	0	0%	0	0%	0	0%
At/Above Spring 2019	28	42%	12	40%	14	43%	1	9%	3	75%	0	0%	2	67%	0	0%
Intervention Fall 2018	18	28%	8	31%	8	32%	5	50%	1	25%	0	0%	0	0%	0	0%
Intervention Spring 2019	13	19%	6	20%	5	16%	3	27%	1	25%	1	7%	0	0%	1	25%
Urgent Int. Fall 2018	27	42%	10	38%	11	44%	5	50%	0	0%	9	100%	0	0%	0	0%
Urgent Int. Spring 2019	26	39%	12	40%	13	41%	7	64%	0	0%	13	93%	1	33%	3	75%

Metteer	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	17	35%	3	19%	14	50%	0	0%	1	33%	0	0%	0	0%	1	50%
At/Above Spring 2019	25	33%	5	18%	20	44%	0	0%	3	50%	0	0%	0	0%	1	20%
Intervention Fall 2018	10	20%	3	19%	5	18%	2	20%	1	33%	1	17%	0	0%	0	0%
Intervention Spring 2019	14	18%	7	25%	5	13%	4	33%	1	17%	2	18%	0	0%	1	20%
Urgent Int. Fall 2018	22	45%	10	63%	9	32%	8	80%	1	33%	5	83%	0	0%	1	50%
Urgent Int. Spring 2019	37	49%	16	57%	20	43%	8	67%	2	33%	9	82%	0	0%	3	60%

2018-19 Vista Reading

6th, 7th, 8th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	237	42%	80	37%	134	46%	2	4%	35	52%	4	5%	2	22%	6	42%
At/Above Spring 2019	201	38%	77	34%	121	38%	2	5%	33	49%	8	9%	3	20%	11	48%
Intervention Fall 2018	204	36%	91	41%	93	32%	24	49%	27	42%	16	22%	2	22%	6	23%
Intervention Spring 2019	191	32%	69	30%	106	34%	12	21%	29	42%	9	11%	3	14%	8	26%
Urgent Int. Fall 2018	147	22%	50	23%	62	21%	24	47%	4	6%	53	74%	2	22%	5	34%
Urgent Int. Spring 2019	137	31%	81	36%	86	27%	40	74%	6	9%	67	80%	7	56%	8	26%

6th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	75	40%	24	35%	40	43%	1	4%	10	47%	2	8%	0	0%	3	27%
At/Above Spring 2019	51	38%	25	34%	39	38%	0	0%	13	59%	2	7%	0	0%	6	34%
Intervention Fall 2018	66	35%	26	37%	33	35%	10	43%	10	48%	6	24%	0	0%	5	45%
Intervention Spring 2019	55	27%	18	24%	31	30%	7	28%	8	36%	3	11%	1	3%	6	33%
Urgent Int. Fall 2018	46	25%	20	29%	20	22%	12	52%	1	5%	17	68%	0	0%	3	27%
Urgent Int. Spring 2019	72	35%	31	42%	32	31%	18	72%	1	5%	23	82%	2	67%	6	33%

2018-19 Vista Reading

7th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	82	42%	29	40%	46	44%	0	0%	17	71%	0	0%	1	33%	1	50%
At/Above Spring 2019	78	38%	25	33%	42	37%	1	8%	11	44%	1	4%	1	20%	2	50%
Intervention Fall 2018	63	32%	29	40%	27	26%	6	46%	5	21%	3	14%	1	33%	0	0%
Intervention Spring 2019	65	31%	28	38%	33	29%	3	23%	12	48%	2	8%	1	20%	1	25%
Urgent Int. Fall 2018	52	26%	15	21%	31	30%	7	54%	2	8%	19	88%	1	33%	1	50%
Urgent Int. Spring 2019	65	31%	21	28%	37	33%	9	69%	2	8%	23	88%	3	60%	1	25%

8th	All		Hispanic		White		ELL		RFEP		Sp Ed		Foster		Homeless	
At/Above Fall 2018	80	44%	27	35%	48	52%	1	7%	8	39%	2	8%	1	33%	2	50%
At/Above Spring 2019	72	38%	27	34%	40	40%	1	6%	9	43%	5	16%	2	40%	3	60%
Intervention Fall 2018	75	41%	36	46%	33	36%	8	57%	12	57%	7	27%	1	33%	1	25%
Intervention Spring 2019	71	37%	23	29%	42	42%	2	13%	9	43%	4	13%	1	20%	1	20%
Urgent Int. Fall 2018	29	16%	15	19%	11	12%	5	36%	1	5%	17	65%	1	33%	1	25%
Urgent Int. Spring 2019	49	26%	29	37%	17	17%	13	81%	3	14%	21	70%	2	40%	1	20%