

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

| LEA Name               | Contact Name and Title           | Email and Phone  |
|------------------------|----------------------------------|--|
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## 2017-20 Plan Summary

### The Story

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

The community of Winton is an unincorporated town with a population of 10,613 (from 2010 census). The Winton School District (WSD) serves approximately 2,000 students from Preschool through 8<sup>th</sup> grade. WSD has three elementary schools serving students from preschool through 5<sup>th</sup> grade and one middle school serving students in grades six through eight. The student demographics are 86% Hispanic, 7% White, 5% Asian, 1% Black/African American, and 1% American Indian/Alaskan Native. These students make up our significant subgroups which are 52% English Learners and 94% Socio-Economically Disadvantaged. With the diverse group of students, it is WSD mission to “*Prepare all students to become responsible members of a democratic society*” through the goals specified in the WSD’s Local Control and Accountability Plan.

### LCAP Highlights

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

All of WSD’s LCAP goals continue to be of utmost priority. This year’s LCAP’s actions/services are a continuation on increasing academic achievement with quality staff, providing a safe and welcoming school climate, and engaging students, parents, and staff within the district and community events.

The WSD will improve the technology infrastructure/network by replacing servers to better meet the increase of computer files and electronic communications via Microsoft Exchange. Furthermore, Career Day will give the 8<sup>th</sup> grade students an opportunity to learn about the varied professions, learn how to compose a resume, and learn interview skills to become college and career ready. Cross Age

Physical Education Training will be provided to our students by the high school students in which WSD will be providing transportation to and from the high school to the schools in WSD.

## Review of Performance

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

### Greatest Progress

WSD continues to increase the number of students who scored Met/Exceeded the English Language Arts CAASPP from 45% to 46.40%; and in math, it increased from 28% to 33.73%. Overall, the WSD is progressing and moving closer to Level 3 in ELA and Math. There was a positive change for WSD's distance from Level 3 in ELA and math. In ELA, WSD is 10.4 points below Level 3, and in math WSD is 37.9 points below Level 3. This is quite amazing when comparing WSD to districts within its county due to the student demographics. The average distance from Level 3 for districts in Merced County for ELA is 32.4 points below Level 3 and for math is 58.9 points below Level 3.

Base on the CAASPP results on DataQuest, by the end of the 8th grade year, the percentage of WSD students who are at Level 1: Standard Not Met in ELA and math is much lower when compared with Merced County and California as illustrated below.

|                               | <b>% of 8th Graders at Level 1:<br/>Standard Not Met in ELA</b> | <b>% of 8th Graders at Level 1:<br/>Standard Not Met in Math</b> |
|-------------------------------|---|--|
| <b>Winton School District</b> | 17.62%  | 36.73%   |
| <b>Merced County</b>          | 34.63%  | 40.28%   |
| <b>California</b>             | 25.42%  | 55.43%   |

WSD is also proud of its English Learner Progress Indicator. The all students performance level is Green with an increase of 3.4% from the year before.

WSD intends to maintain the success through the utilization of the adopted core ELA and Math curriculum, administration of the CAASPP Interim Assessments, and the arrangement of collaborative teacher grade/subject level data analysis.

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

## **Greatest Needs**

In reviewing the results from the California School Dashboard Equity Report, WSD’s performance level for suspension Rate and English Language Arts (ELA) are Orange. Even though WSD received an Orange for these two performance level, it is of significant importance to point out that for the Suspension Rate, there was a change of 0.5% and in ELA there was a change of 0.5 points.

At the beginning of this school year, WSD has already started addressing these areas for improvement through interactive instructional practices focusing on communication, collaboration, creativity, and critical thinking as the teachers engage students in the curriculum with positive expectations. When classroom discipline occurs, the teachers focus on the student’s actions discussing with the student his/her actions and next steps to correct the behavior rather than automatically referring the student for site disciplinary consequences.

It is WSD intent to continue the instructional practices and discipline procedures into the 2018-2019 school year.

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

## **Performance Gaps**

The Mathematics indicator shows that all students are performing at the ‘yellow’ performance level with which the students with disabilities are performing two levels below at the ‘red’ level. There was a slight decrease of 0.3 points from the year before. WSD will continue with teachers implementing Universal Design for Learning through differentiated content, processes, and product.

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

## **Increased or Improved services**

To target these three groups, the following ways are the most significant ways that WSD will increase or improve services for them:

Career Day for students to be career ready

Cross Age Physical Education Training

Replacement of servers to better meet the needs of the computer files, exchange servers, and web access

## Budget Summary

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

| DESCRIPTION   | AMOUNT        |
|---|---------------|
| Total General Fund Budget Expenditures For LCAP Year  | \$ 24,475,644 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$ 5,991,300  |

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

Total general fund expenditures not included in the LCAP is \$18,484,344. General Fund expenditures not specified in the LCAP include direct services to students including, but not limited to, salaries related to classroom teachers, site support staff, supplies, and other support services such as custodial services, transportation, district office related services such as personnel, payroll, and business services. Also included are expenditures from federal and state resources such as Title I, Title II, Title III, Special Education (resource 3310), Medi-Cal Billing, After School Education and Safety, Lottery. Required contributions to special education (resource 6500) and routine repair maintenance (resource 8150). Other general fund expenditures include SELPA transportation and LCFF transfer to COE, transfers out for deferred maintenance projects, and indirect costs.

| DESCRIPTION                                 | AMOUNT        |
|---|---------------|
| Total Projected LCFF Revenues for LCAP Year | \$ 20,737,869 |

# Annual Update

LCAP Year Reviewed: 2017–18

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

Winton School District will increase student academic performances in all academic courses.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1, Priority 4, Priority 7, and Priority 8

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

| Expected  | Actual   |
|---|--|
| CAASPP ELA (Priority 4)<br><b>47% will meet or exceed standard/proficiency</b>          | CAASPP ELA (Priority 4)<br><b>46.40% met or exceeded standard/proficiency (2016-17 Results)</b>          |
| CAASPP Math (Priority 4)<br><b>30% will meet or exceed standard/proficiency</b>         | CAASPP Math (Priority 4)<br><b>33.73% met or exceeded standard/proficiency (2016-17 Results)</b>         |
| English Learner Annual Growth as measured by the CELDT/ELPAC (Priority 4)<br><b>73%</b> | English Learner Annual Growth as measured by the CELDT/ELPAC (Priority 4)<br><b>45% (Fall 2017 ELPI)</b> |
| English Learners reclassified as measured by prior year number of                       | English Learners reclassified as measured by prior year number of  |

| Expected  | Actual   |
|---|--|
| redesignated students (Priority 4) <b>156</b>   | redesignated students (Priority 4) <b>77 (Fall Census Oct. 2017)</b>   |
| All students will receive access to a broad course of study as indicated on the Master Schedule. (Priority 7) <b>100%</b>   | All students received access to a broad course of study as indicated on the Master Schedule. (Priority 7) <b>100%</b>  |
| Pupils will have access to programs and services developed and provided to unduplicated pupils. (Priority 7) <b>100%</b>  | Pupils received access to programs and services developed and provided to unduplicated pupils. (Priority 7) <b>100%</b>  |
| Pupils will have access to programs and services developed and provided to individuals with exceptional needs. (Priority 7) <b>100%</b>                                     | Pupils received access to programs and services developed and provided to individuals with exceptional needs. (Priority 7) <b>100%</b>                                     |
| Students will have access to and utilize technological devices in the classroom. (Priority 8) <b>100%</b>   | Students received access to and utilized technological devices in the classroom. (Priority 8) <b>100%</b>  |
| All students will have sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials'. (Priority 1) <b>100%</b> | All students received sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials'. (Priority 1) <b>100%</b> |

## 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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures      | Estimated Actual<br>Expenditures |
|--|---|-------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Math/Technology Coaches who will provide services to multiple groups</p> <p><b>Services:</b> Utilize intervention</p> | <p><b>Action:</b> Maintained the Math/Technology Coaches who will provide services to multiple groups</p> <p><b>Services:</b> Utilized intervention</p> | <p>\$467,149<br/>LCFF S/C</p> | <p>\$462,174<br/>LCFF S/C</p>    |

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| programs to provide small group instruction to students, providing student intervention, and technology assistance for staff | programs to provide small group instruction to students, provided student intervention and technology assistance for staff, provided professional development for staff as needed, and reinforced standards using core math program |                          |                                  |

## Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures      | Estimated Actual<br>Expenditures |
|--|--|-------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain Teacher Positions – Grade 8 at Winton Middle, Grade 1 Teacher at Frank Sparkes, and Grade 1 at Winfield Elementary</p> <p><b>Services:</b> Serves as classroom teacher to provide direct instruction to students to alleviate large class sizes</p> | <p><b>Action:</b> Maintained Teacher Positions – Grade 8 at Winton Middle, Grade 1 Teacher at Frank Sparkes, and Grade 1 at Winfield Elementary</p> <p><b>Services:</b> Served as classroom teacher to provide direct instruction to students to alleviate large class sizes</p> | <p>\$241,958<br/>LCFF S/C</p> | <p>\$237,856<br/>LCFF S/C</p>    |

## Action 3

| Planned<br>Actions/Services            | Actual<br>Actions/Services               | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <b>Action:</b> Maintain the 2 Resource | <b>Action:</b> Maintained the 2 Resource | \$246,591                | \$251,349                        |

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>Teacher Positions</p> <p><b>Services:</b> Small group instruction to students; work with students who need more intensive and individualized attention</p> | <p>Teacher Positions</p> <p><b>Services:</b> Provided small group instruction to students; worked with students who need more intensive and individualized attention</p> | LCFF S/C                 | LCFF S/C                         |

#### Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the 2 Paraprofessional Instructional Aides for the Resource Class</p> <p><b>Services:</b> Assist teacher with small group intensive/individualized instruction to students</p> | <p><b>Action:</b> Maintained the 2 Paraprofessional Instructional Aides for the Resource Class</p> <p><b>Services:</b> Assisted teacher with small group intensive/individualized instruction to students</p> | \$73,847<br>LCFF S/C     | \$73,495<br>LCFF S/C             |

#### Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p><b>Action:</b> Maintain Literacy Coaches who will provide services to multiple groups; provide support and implementation of newly adopted</p> | <p><b>Action:</b> Maintained Literacy Coaches who will provide services to multiple groups; provide support and implementation of newly adopted</p> | \$502,617<br>LCFF S/C    | \$499,267<br>LCFF S/C            |



| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>ELA/ELD curriculum to classroom teachers</p> <p><b>Services:</b> Utilize Intervention curriculum such as Fountas &amp; Pinnell and/or McGraw Hill FLEX program for small group instruction to students, meeting with parents, providing student intervention, and professional development/coaching for teachers</p> | <p>ELA/ELD curriculum to classroom teachers</p> <p><b>Services:</b> Utilized Intervention curriculum such as Fountas &amp; Pinnell and/or McGraw Hill FLEX program for small group instruction to students, meeting with parents, providing student intervention, and professional development/coaching for teachers</p> |                          |                                  |

## Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Continue to purchase Chromebooks for all students to have 1:1 in the classroom and for replacement to enhance instructional lessons; purchase to include storage carts and supplies as needed for the most effective and efficient use of Chromebooks</p> <p><b>Services:</b> Enable students to have increase access to technology to build their reading, writing, math, and technology through software programs, digital ELA and Math textbooks, Google applications, and take the SBAC</p> | <p><b>Action:</b> Purchased Chromebooks for all students to have 1:1 in the classroom to enhance instructional lessons. The quantity of projected Chromebooks replacement was higher than what was actually purchased to replace older Chromebooks. Purchased supplies as needed for the most effective and efficient use of Chromebooks</p> <p><b>Services:</b> Enabled students to have increase access to technology to build their reading, writing, math, and technology through software programs,</p> | <p>\$90,750<br/>LCFF S/C</p> | <p>\$31,729<br/>LCFF S/C</p>     |

| Planned<br>Actions/Services       | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------------|--|--------------------------|----------------------------------|
| Interim and Summative Assessments | digital ELA and Math textbooks, Google applications, and take the SBAC Interim and Summative Assessments |                          |                                  |

## Action 7

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Provide Summer Academy</p> <p><b>Services:</b> Provide Enrichment Activities focusing on language arts, project-based learning, and Science, Technology, Engineering, Arts, and Mathematics</p> | <p><b>Action:</b> Provided Summer Academy (3 weeks)<br/>June 11, 2018 - June 29, 2018 for students who will be entering Grade 1 through Grade 8 in the 2018-2019 school year. Grades 1-5 held at Sybil Crookham School; Grades 6-8 held at Winton Middle School.</p> <p><b>Services:</b> Teachers received a planning day on June 8, 2018. Teachers provided Enrichment Activities focusing on language arts, project-based learning, and Science, Technology, Engineering, Arts, and Mathematics; Reward field trips and educational field trips provided to students</p> | <p>\$62,124<br/>LCFF S/C</p> | <p>\$62,124<br/>LCFF S/C</p>     |

## Action 8

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Data Analyst Position</p> <p><b>Services:</b> Manage AERIES (district's Student Information System), ensure student data are accurately in AERIES and reported to CALPADS, and provides staff with technical assistance in AERIES</p> | <p><b>Action:</b> Maintained the Data Analyst Position</p> <p><b>Services:</b> Managed AERIES (district's Student Information System), ensured student data are accurately in AERIES and reported to CALPADS, provided staff with technical assistance in AERIES, coordinated the districts school attendance review board meetings</p> | <p>\$65,875<br/>LCFF S/C</p> | <p>\$65,620<br/>LCFF S/C</p>     |

## Action 9

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures      | Estimated Actual<br>Expenditures |
|--|--|-------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Teacher on Special Assignment positions</p> <p><b>Services:</b></p> <ul style="list-style-type: none"> <li>Oversee and coordinate required state test for English language proficiency for students who are English Learners (EL), ensures English</li> </ul> | <p><b>Action:</b> Maintained the Teacher on Special Assignment positions</p> <p><b>Services:</b></p> <ul style="list-style-type: none"> <li>Oversaw and coordinated required state test for English language proficiency for students who are English Learners (EL), ensured English Language</li> </ul> | <p>\$383,772<br/>LCFF S/C</p> | <p>\$379,127<br/>LCFF S/C</p>    |

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>Language Development student placement, and monitors EL students and Reclassified EL language proficiency</p> <ul style="list-style-type: none"> <li>Maintain record and ensures socio-economically disadvantaged students, homeless students, and Foster Youths are promptly enrolled in appropriate classes and assesses/refers the students for appropriate services as needed</li> </ul> | <p>Development student placement, and monitored EL students and Reclassified EL language proficiency</p> <ul style="list-style-type: none"> <li>Maintained record and ensured socio-economically disadvantaged students, homeless students, and Foster Youths are promptly enrolled in appropriate classes and assesses/refers the students for appropriate services as needed</li> </ul> |                          |                                  |

## Action 10

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Provide Multi-Tiered System of Support: Universal Design for Learning (UDL) Professional Learning Opportunities</p> <p>Literacy Coaches, Math/Technology Coaches, and Resource teachers to receive training in UDL; coaches will share UDL with staff</p> | <p><b>Action:</b> Provided Multi-Tiered System of Support: Universal Design for Learning (UDL) Professional Learning Opportunities</p> <p>K-5 Literacy Coaches &amp; Math/Technology Coaches attended UDL 101 at MCOE on October 27, 2017 and provided UDL workshop to the teachers at the district-wide teacher inservice on December 21, 2017.</p> | <p>\$7,500<br/>LCFF S/C</p> | <p>\$3,144<br/>LCFF S/C</p>      |

| Planned<br>Actions/Services | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|---|--------------------------|----------------------------------|
|                             | <p>Topics include “What is UDL?”, “Why UDL?”, and Removing Barriers.</p> <p>K-5 Literacy Coaches &amp; Math Technology Coaches attended UDL 202 at MCOE on January 31, 2018 and provided site based UDL information to its teachers at their staff meeting. Site Training Dates were held on 2/14/18 @ Frank Sparkes, 3/7/18 @ Sybil Crookham, 4/10 @ Winfield Elementary</p> |                          |                                  |

## Action 11

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Update Promethean Boards in the classroom in order to increase student access to meet learning objectives/standards; 3 at each school site</p> | <p><b>Action:</b> Updated Promethean Boards in the classroom in order to increase student access to meet learning objectives/standards; 3 at each school site</p> <p>Sybil Crookham Rooms      20, 24, 51<br/> Frank Sparkes Rooms      7, 14, 34<br/> Winfield Elementary Rooms   15, 18, 27<br/> Winton Middle Rooms      207, 302, 503</p> <p>Purchased bulbs for Promethean boards as needed</p> | <p>\$50,000<br/>LCFF S/C</p> | <p>\$45,312<br/>LCFF S/C</p>     |

## Action 12

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| <b>Action:</b> Improving the wireless access points at the schools by putting in new wires and cables | <b>Action:</b> Improved the wireless access points at the schools by putting in new wires and cables. Project completed. | \$26,901<br>LCFF S/C     | \$23,788<br>LCFF S/C             |

## Analysis

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

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

The implementation of the actions/services was successful. All personnel positions were filled and maintained for the 2017-2018 school year. There were opportunities for our coaches to learn about Universal Design for Learning (UDL) through the workshops at Merced County Office of Education. The coaches brought back the knowledge they learned about UDL and informed the teachers on what UDL is. Promethean boards were purchased and installed before the start of the school year; so, there were no interruptions during the school year.

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

WSD's goal is to increase academic performances and it was achieved as reflected in the actual Annual Measureable Outcomes. Teachers on Special Assignment in charge of the ELPAC site coordinator and training ensuring administration timelines were met. The expected annual measurable outcome for English Learner Annual Growth as measured by the CELDT/ELPAC (Priority 4) target goal was at 73%. This was using local data only. The actual outcome data is obtained from the FALL 2017 ELPI Data Files. Data shows

the current year number of annual CELDT testers who increased at least on CELDT performance level is 352 students out of 778 students (current year number of annual CELDT testers with prior CELDT Score) which equates to 45% of the students advancing at least one CELDT performance level. There are no annual CELDT Data available for this school year as the Initial and Summative ELPAC test were administered to English Learners this year. The Fall 2017 English Learner Progress Indicator shows the percentage of English Learners who made progress towards English proficiency is 72% which is an increase of 3.4% from the previous year. The ELPAC results will be incorporated at a later time.

With the UDL training, it was successful in such that the coaches prepared and presented on what they knew about UDL. A challenge in this is that not all teachers were in attendance for our staff development day in December.

WSD has approximately 2,300 Chromebooks for student use. WSD has been able to maintain the quantity of Chromebooks for classroom use. Between 40-50 Chromebooks have been replaced during this school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Action 6:** Anticipated higher number of replacement Chromebooks; however, with teachers and students proper use and handling of Chromebooks, there were less replacements

**Action 10:** Difference is due to not sending resource teachers to the UDL trainings as planned; therefore, WSD did not have to pay for the cost of subs that were originally budgeted for

**Action 11:** Cost of promethean boards were less than expected; the need for replacement/maintenance promethean boards were lower than expected

**Action 12:** Cost of the project didn't cost as much as estimated

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

As a result of this analysis, there will be changes for the expected outcomes and actions/services for the 2018-19 and 2019-20.

### **Changes to Expected Outcomes**

The expected outcomes for the 2018-19 for the three metrics **CAASPP ELA**, **CAASPP Math**, and **English Learners Reclassified as measured by prior year number of redesignated students** has been refined from last year's LCAP. The following three paragraphs explain the refinement:

The **CAASPP ELA** expected annual measureable outcome baseline was 45% met or exceeded standard/proficiency thereby increasing 2% each year (47% for 2017-18, 49% for 2018-19, and 51% for 2019-20). However, the actual outcome indicates 46.40% met or exceeded standard/proficiency for 2017-18. To be consistent with WSD growth target of increasing 2% every year, the 2018-19 expected outcome will now be 48% and the 2019-20 expected outcome will now be 50%.

As for the **CAASPP Math** expected annual measureable outcome, WSD exceeded the expected outcome for 2017-18. WSD's target was 30% met or exceeded standard/proficiency, but the actual outcome was 33.73%. Therefore, to be consistent with the 2% increase every year, WSD will revise the 2018-19 expected outcome to be 35% instead of 32% and the 2019-20 expected outcome to be 37% instead of 34%.

The **English Learners Reclassified as measured by prior year number of redesignated students** metric will also be revised. The expected measurable outcome was to have 156 students; however, the actual outcome was 77 base on Fall Census Oct. 2017. As a result, the 2018-19 and 2019-20 expected outcomes will now be 77.

### **Changes to Actions/Services**

Action 9 of Maintain the Teachers on Special Assignment will be modified in 2018-19 to include Teachers on Special Assignment and/or Administrators on Special Assignment.

In analyzing the technology infrastructure, WSD will revise the Actions/Services for Action Item 12. With the completion of the wireless access points in the classroom for the 2017-18, there is yet more to be improved upon with the technology infrastructure/network. As a new action item 12 for the 2018-19 school year, WSD will be replacing servers districtwide.



## Goal 2

Winton School District will engage and provide a culture of ongoing professional learning opportunities, attract and retain high quality professional staff members, and provide competitive compensation for employees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 and Priority 2

Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

Expected

Actual

Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Priority 1)

**100%**

Winton School District teachers were appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Priority 1)

**100%**

All students have access to state board adopted academic content and performance standards. (Priority 2)

**100%**

All students received access to state board adopted academic content and performance standards. (Priority 2)

**100%**

English Learners will have access to the CCSS and the adopted ELD standards. (Priority 2)

**100%**

English Learners received access to the CCSS and the adopted ELD standards. (Priority 2)

**100%**

## 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<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Continue providing technology, Common Core, ELA/ELD, science, social studies training as needed as it pertains to the implementation of academic content and performance standards for all pupils, including English Learners; Provide professional learning opportunities in the implementation of the district's adopted ELA/ELD curriculum</p> <p><b>Services:</b> Teachers will be able to attend technology, Common Core, ELA/ELD, science, social studies training to acquire skills/strategies to implement in the classroom</p> | <p><b>Action:</b> Provided technology, Common Core, ELA/ELD, science, social studies training as needed as it pertains to the implementation of academic content and performance standards for all pupils, including English Learners; Provided professional learning opportunities in the implementation of the district's adopted ELA/ELD curriculum</p> <p><b>Services:</b> Teachers attended technology, Common Core, ELA/ELD, science, social studies training to acquire skills/strategies to implement in the classroom</p> | <p>\$20,000<br/>LCFF S/C</p> | <p>\$21,773<br/>LCFF S/C</p>     |

## Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Teacher observation/collaboration days</p> <p><b>Services:</b> Teachers will receive one teacher collaboration day to observe other teachers and instructional programs within the district and/or use the days for instructional planning. Teachers will complete collaboration logs on items discussed and actions to be taken.</p> | <p><b>Action:</b> Teacher observation/collaboration days</p> <p><b>Services:</b> Teachers received one teacher collaboration day at their school site for site based determined training and/or instructional planning during the month of January and February 2018. Teachers completed collaboration logs on items discussed and actions to be taken.</p> | <p>\$13,428<br/>LCFF S/C</p> | <p>\$10,831<br/>LCFF S/C</p>     |

## Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Instructional Aides will continue to receive one hour a month to collaborate with their assigned teacher</p> <p><b>Services:</b> Meet and discuss teacher expectations, student language proficiency/academic needs, and instructional strategies</p> | <p><b>Action:</b> Instructional Aides received one hour a month to collaborate with their assigned teacher</p> <p><b>Services:</b> Met and discussed teacher expectations, student language proficiency/academic needs, and instructional strategies</p> | <p>\$8,240<br/>LCFF S/C</p> | <p>\$1,536<br/>LCFF S/C</p>      |

## Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Movie Theater Advertisement – Participation with MCOE for upcoming teacher recruitment campaign | <b>Action:</b> Movie Theater Advertisement – Participated with MCOE for upcoming teacher recruitment campaign | \$745<br>LCFF S/C        | \$0<br>LCFF S/C                  |

## Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Merced County Office of Education (MCOE) Teacher Induction Program (TIP)  | <b>Action:</b> Merced County Office of Education (MCOE) Teacher Induction Program (TIP)   | \$27,000<br>LCFF S/C     | \$27,000<br>LCFF S/C             |
| <b>Service:</b> Provide new teachers (candidates) with mentors to support first and second year candidates that will lead the candidates to a professional credential recommendation | <b>Service:</b> Provided new teachers (candidates) with mentors to support first and second year candidates that will lead the candidates to a professional credential recommendation | \$21,263<br>LCFF S/C     | \$21,263<br>LCFF S/C             |

## 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.

A teacher collaboration calendar was established at the beginning of the year allowing teachers to plan accordingly. Professional learning was offered to the teachers and staff in the district. Teachers were given flexibility to determine the needs of their students and assess their own learning in such that they attended trainings/workshops that are meaningful and worthwhile therefore giving them the opportunity to practice and apply their skills. Trainings such as these enhance the students' access to CCSS and ELD standards. New teachers were quickly paired with a mentor for the Teacher Induction Program (TIP).

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

Teacher Collaboration Days provided a structured time for assessment training, student assessment data review, and instructional planning. Teachers were concerned about the time the year it was scheduled. Some suggestions were that they wanted to determine their own grade level collaboration days instead of district determined dates. In regards to the instructional aides monthly planning, not all teachers used the time provided.

All teachers that participated in TIP have completed their requirements for the year. Those who have completed Year 2 have been recommended to the California Teaching Commission.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Action 2:** Budget included cost of subs for coaches/resource teachers/intervention teachers as well. However, coaches did not need a sub. Resource teachers/intervention teachers did not participate in the collaboration day.

**Action 3:** Not all instructional aides met on monthly basis with their assigned classroom teacher for instructional planning.

**Action 4:** Never invoiced

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

As a result of WSD not being invoiced for Action 4; WSD will no longer be participating in the Movie Theater Advertisement in 2018-19 year and 2019-20.

# Goal 3

Winton School District will provide a safe and welcoming learning environment for students, parents, and staff that will foster and strengthen academic and behavioral excellence at home and at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1, Priority 3, Priority 5, and Priority 6

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

Expected

Actual

Facility Inspection Tool (FIT) school ratings. (Priority 1)  
**All schools to receive a rating of GOOD.**

Facility Inspection Tool (FIT) school ratings. (Priority 1)  
**All schools received a rating of GOOD.**

Parent Participation Rates in returning completed parent surveys;  
parent surveys gather parents' input on district decisions.  
(Priority 3)  
**1225 Surveys**

Parent Participation Rates in returning completed parent surveys;  
parent surveys gathered parents' input on district decisions.  
(Priority 3)  
**1042 Surveys**

Increase parental participation in programs for unduplicated pupils.  
(Priority 3)  
**65%**

Increased parental participation in programs for unduplicated pupils. (Priority 3)  
**Provided opportunities for parental participation in programs for unduplicated pupils which include the following:**

- **School Site Council/ Site English Language Advisory Committee**
- **District English Language Advisory Committee**
- **Parent Workshops**

Expected

Actual

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• <b>Coffee with the Counselor</b></li> <li>• <b>Parent Information Night</b></li> <li>• <b>LCAP Meetings</b></li> </ul>   |
| Increase parental participation in programs for individuals with exceptional needs. (Priority 3)<br><b>65%</b>          | Increased parental participation in programs for individuals with exceptional needs. (Priority 3)<br><b>100%</b>  |
| Increase P2 Average Daily Attendance percentage (Priority 5)<br><b>ADA percentage at 95.91%.</b>                        | Increased P2 Average Daily Attendance percentage (Priority 5)<br><b>ADA percentage at 96.25%.</b>   |
| Decrease the number of students who are chronically absent by 5% (Priority 5)<br><b>115 students</b>                    | Decreased the number of students who are chronically absent by 5% (Priority 5)<br><b>116 students</b><br><b>Chronic Absenteeism Rate 8.4% (Data from 2016-17)</b> |
| Maintain 100% of the 8 <sup>th</sup> grade students to transition to 9 <sup>th</sup> grade. (Priority 5)<br><b>100%</b> | Maintained 100% of the 8 <sup>th</sup> grade students to transition to 9 <sup>th</sup> grade. (Priority 5)<br><b>100%</b>   |
| Decrease suspension rate. (Priority 6)<br><b>4.2</b>  | Decreased suspension rate. (Priority 6)<br><b>3.1 (DataQuest Suspension Report 2016-17)</b>   |
| Decrease or maintain the expulsion rate (Priority 6)<br><b>0.2</b>  | Decreased the expulsion rate (Priority 6)<br><b>0.19 (DataQuest Expulsion Report 2016-17)</b>   |



Expected

Actual

There continues to be no Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education. (Priority 6)

**0**

There continues to be no Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education. (Priority 6)

**0**

California Healthy Kids Survey (Priority 6)  
**96% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions**

**55% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe**

**100% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions.**

**83% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time**

California Healthy Kids Survey (Priority 6)  
**92% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions**

**59% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe**

**98% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions.**

**82% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time**

California School Climate Staff Survey (Priority 6)  
**82% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work**

**91% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff**

California School Climate Staff Survey (Priority 6)  
**87% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work**

**92% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff**

Expected

Actual

Parent Survey (Priority 6)  
**81% of the parents who submitted the survey agreed that the schools are welcoming**

**10% of the parents who submitted the survey remained neutral that the schools are welcoming**

Parent Survey (Priority 6)  
**83% of the parents who submitted the survey feel their child is safe and connected to the school**

**14% of the parents who submitted the survey remained neutral that their child feels safe and connected to the school**

**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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the District Liaison position</p> <p><b>Services:</b> Provide interpretation and translation needs as requested by the school staff</p> | <p><b>Action:</b> Maintained the District Liaison position</p> <p><b>Services:</b> Provided interpretation and translation needs as requested by the school staff</p> | <p>\$24,578<br/>LCFF S/C</p> | <p>\$25,080<br/>LCFF S/C</p>     |

## Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Campus Liaison position</p> <p><b>Services:</b> Provide interpretation and translation needs as requested by the school staff and parents</p> | <p><b>Action:</b> Maintained the Campus Liaison position</p> <p><b>Services:</b> Provided interpretation and translation needs as requested by the school staff and parents</p> | <p>\$28,235<br/>LCFF S/C</p> | <p>\$28,199<br/>LCFF S/C</p>     |

## Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the School Resource Officer</p> <p><b>Services:</b> Attend SARB meetings, intervene as warranted with suspension/expulsions, assist with parent notification for students who are truant</p> | <p><b>Action:</b> Maintained the School Resource Officer</p> <p><b>Services:</b> Attended SARB meetings, intervened as warranted with suspension/expulsions, assisted with parent notification for students who are truant</p> | <p>\$37,000<br/>LCFF S/C</p> | <p>\$27,406<br/>LCFF S/C</p>     |

## Action 4

| Planned<br>Actions/Services                  | Actual<br>Actions/Services                     | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Counselor</p> | <p><b>Action:</b> Maintained the Counselor</p> |                          |                                  |

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                                  | Estimated Actual<br>Expenditures                          |
|--|--|---|---|
| <p><b>Services:</b> Provide Direct Services on behavioral, social, and academic counseling to individual students or in a small group setting on topics such as Impulse Control, Anger Management, Study Skills, Social Skills, and Grief/Loss</p> <p>Provide Indirect Services for systems support, Unity Day, Mix-it-Up Day, and Conflict Managers.</p> <p>Provided guidance lesson to students</p> <p>Provide Parent Services through Coffee with the Counselor, School Parent Meetings, Parent Conferences, and Parent Education Night</p> | <p><b>Services:</b> Provided Direct Services on academic, personal-social, and career counseling to individual students or in a small group settings on topics such as Making Friends, Impulse Control, Anger Management, Study Skills, Social Skills, Grief/Loss, and Anxiety; provided 45 minutes structured guidance curriculum on Mindfulness and Empathy</p> <p>Provided Indirect Services for systems support, Unity Day, Mix-it-Up Day, Peer Helpers, and School District Videos</p> <p>Provided Parent Services through Coffee with the Counselor, School Parent Meetings, Parent Conferences, and Parent Education Nights</p> | <p>\$131,174<br/>LCFF S/C</p> <p>\$1,500<br/>LCFF S/C</p> | <p>\$130,232<br/>LCFF S/C</p> <p>\$1,998<br/>LCFF S/C</p> |

## Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures      | Estimated Actual<br>Expenditures |
|--|--|-------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the School Psychologist</p> <p><b>Services:</b> Provide student testing as needed, behavior support for</p> | <p><b>Action:</b> Maintained the School Psychologist</p> <p><b>Services:</b></p> <ul style="list-style-type: none"> <li>Collaborated with teachers when</li> </ul> | <p>\$130,257<br/>LCFF S/C</p> | <p>\$129,468<br/>LCFF S/C</p>    |

| Planned<br>Actions/Services | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|---|--------------------------|----------------------------------|
| students/teachers           | <p>there are academic or behavioral concerns regarding individual students</p> <ul style="list-style-type: none"> <li>• Attended SST and IFST Meetings</li> <li>• Conducted full Psycho-educational evaluations to determine resources and interventions to help students improve the area of concern</li> <li>• Attended and presented reports at students' Triennial or Initial meetings</li> </ul> |                          |                                  |

## Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Maintenance Technician II Position</p> <p><b>Services:</b> Perform Maintenance and Operations duty as needed in the district</p> | <p><b>Action:</b> Maintained the Maintenance Technician II Position</p> <p><b>Services:</b></p> <ul style="list-style-type: none"> <li>• Performed routine electrical, plumbing, and painting in the district</li> <li>• Installed new commercial metal doors on rooms 2, 3, and 4 at Crookham School</li> <li>• Assisted with irrigation control</li> </ul> | <p>\$71,606<br/>LCFF S/C</p> | <p>\$71,296<br/>LCFF S/C</p>     |

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- replacement at two sites
- Replaced damaged drainage system plumbing at Frank Sparkes School parking lot
  - Replaced all ceiling tiles in the Winton Middle School Kitchen
  - Pruned the district Palm trees

## Action 7

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**Action:** Speech Language Pathologist

**Services:** Provide speech services for students

**Action:** Speech Language Pathologist

**Services:** Provided speech services for students; oversee the Speech Language Pathologist Assistant's caseloads

\$104,960  
LCFF S/C

\$128,605  
LCFF S/C

## Action 8

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Speech Language Pathologist Assistant</p> <p><b>Services:</b> Provide speech services for students</p> | <p><b>Action:</b> Speech Language Pathologist Assistant</p> <p><b>Services:</b> Provided speech services for students</p> | <p>\$82,539<br/>LCFF S/C</p> | <p>\$79,289<br/>LCFF S/C</p>     |

## Action 9

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the Intervention Teacher</p> <p><b>Services:</b> Provide small group instruction to students who have academic and/or behavioral needs</p> | <p><b>Action:</b> Maintained the Intervention Teacher</p> <p><b>Services:</b> Provided small group instruction to students who have academic and/or behavioral needs</p> | <p>\$84,140<br/>LCFF S/C</p> | <p>\$85,729<br/>LCFF S/C</p>     |

## Action 10

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|---|---|------------------------------|----------------------------------|
| <p><b>Action:</b> Upgrade to digital video surveillance cameras and install</p> | <p><b>Action:</b> Did not upgrade to digital video surveillance cameras and install</p> | <p>\$90,000<br/>LCFF S/C</p> | <p>\$0<br/>LCFF S/C</p>          |

| Planned<br>Actions/Services  | Actual<br>Actions/Services                                   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| additional digital video surveillance cameras in blind spots<br><br><b>Services:</b> Monitor student/staff/parent safety on campus | additional digital video surveillance cameras in blind spots |                          |                                  |

### Action 11

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Maintain AESOP<br><br><b>Services:</b> Continue to use the AESOP program for teachers to secure a substitute teacher for their class when they are absent | <b>Action:</b> Maintained Frontline Education (formerly named AESOP)<br><br><b>Services:</b> Continued to use the Frontline Education (formerly named AESOP) program for teachers to secure a substitute teacher for their class when they are absent | \$3,830<br>LCFF S/C      | \$3,830<br>LCFF S/C              |

### Action 12

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|



| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Maintain the School Messenger Application</p> <p><b>Services:</b> Use SchoolMessenger to notify parents of student attendance, school events, and district sponsored community events</p> | <p><b>Action:</b> Maintained the School Messenger Application</p> <p><b>Services:</b> Used SchoolMessenger to notify parents of student attendance, school events, and district sponsored community events</p> | <p>\$3,746<br/>LCFF S/C</p> | <p>\$3,746<br/>LCFF S/C</p>      |

### Action 13

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures        | Estimated Actual<br>Expenditures |
|---|---|---------------------------------|----------------------------------|
| <p><b>Action:</b> Multi-purpose room</p> <p><b>Services:</b> Begin the process of a multipurpose room construction to serve as a cafeteria and to provide a safe and welcoming facility for student performances/activities</p> | <p><b>Action:</b> Multi-purpose room</p> <p><b>Services:</b> Began the process of a multipurpose room construction to serve as a cafeteria and to provide a safe and welcoming facility for student performances/activities</p> | <p>\$1,271,520<br/>LCFF S/C</p> | <p>\$1,271,520<br/>LCFF S/C</p>  |

### Action 14

| Planned<br>Actions/Services                     | Actual<br>Actions/Services  | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|---|-----------------------------|----------------------------------|
| <p><b>Action:</b> Summer Recreation Program</p> | <p><b>Action:</b> Summer Recreation Program held at Winton Middle School from</p> | <p>\$9,405<br/>LCFF S/C</p> | <p>\$7,321<br/>LCFF S/C</p>      |

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <b>Services:</b> Skills base sports camp and activities for students | 9am-12pm Tuesday through Friday during the days of July 5, 2017 - July 21, 2017.<br><br><b>Services:</b> Two certificated teachers and 4 paraprofessional Instructional Aides provided physical education activities to approximately 125 students; students swam at Atwater High School once a week; field trips such as bowling and movie was provided |                          |                                  |

### Action 15

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <b>Action:</b> Unity Day activities for students and teachers to prevent bullying and unite kindness, acceptance, and inclusion | <b>Action:</b> Promoted and celebrated Unity Day activities for students and teachers to prevent bullying and unite kindness, acceptance, and inclusion | \$5,000<br>LCFF S/C      | \$3,533<br>LCFF S/C              |

### Action 16

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Visual Arts & Performing Arts<br><br><b>Services:</b> Student visual and performance art activities | <b>Action:</b> Visual Arts & Performing Arts<br><br><b>Services:</b> Student visual and performance art activities and materials to enhance the production which include but are not limited to props, backdrop stage set | \$22,000<br>LCFF S/C     | \$8,929<br>LCFF S/C              |

### Action 17

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Band Equipment/Uniforms<br><br><b>Services:</b> Provide equipment/uniforms for band students to participate in the band program | <b>Action:</b> Band Equipment/Uniforms<br><br><b>Services:</b> Purchased and provided equipment/uniforms for band students to participate in the band program | \$17,500<br>LCFF S/C     | \$17,525<br>LCFF S/C             |

### Action 18

| Planned<br>Actions/Services      | Actual<br>Actions/Services                       | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|----------------------------------|--|--------------------------|----------------------------------|
| <b>Action:</b> Add a parking lot | <b>Action:</b> Added a parking lot that includes | \$18,240                 | \$14,340                         |

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <b>Services:</b> Provide staff and parents with adequate parking spaces with the addition of a parking lot | 18 additional parking spaces<br><br><b>Services:</b> Provided staff and parents with adequate parking spaces | LCFF S/C                 | LCFF S/C                         |

### Action 19

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| <b>Action:</b> Tuff Sheds<br><br><b>Services:</b> Provide Tuff Sheds at the sites for ease of equipment storage for students participation in outdoor/sports activities and physical education | <b>Action:</b> Purchased four Tuff Sheds<br><br><b>Services:</b> Provided two Tuff Sheds each at the Winfield Elementary and Winton Middle School for ease of equipment storage for students participation in outdoor/sports activities and physical education | \$24,000<br>LCFF S/C     | \$16,198<br>LCFF S/C             |

### Action 20

| Planned<br>Actions/Services       | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------------|--|--------------------------|----------------------------------|
| <b>Action:</b> Implement Saturday | <b>Action:</b> Implemented 5 Saturday Attendance Make-up Class and | \$974                    | \$648                            |

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>Attendance Make-up Class</p> <p><b>Services:</b> Saturday class for students to make-up absence days</p> | <p>Discipline</p> <p><b>Services:</b> Saturday class for students to make-up absence days and for discipline. Students in attendance were offered school lunch.</p> <p><u>December 2, 2017:</u> 7 out of 12 students attended for Discipline; 6 out of 15 students attended for Attendance</p> <p><u>February 17, 2018:</u> 4 out of 6 students attended for Discipline; 8 out of 15 students attended for Attendance</p> <p><u>April 21, 2018:</u> 9 out of 16 students attended for Discipline; 0 out of one student attended for Attendance</p> <p><u>April 28, 2018:</u> 6 out of 9 students attended for Discipline; 0 out of 2 students attended for Attendance</p> <p><u>May 12, 2018:</u> 5 out of 7 students attended for Discipline</p> | <p>LCFF S/C</p>          | <p>LCFF S/C</p>                  |

## Action 21

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Wrought iron fences</p> <p><b>Services:</b> Install wrought iron fences</p> | <p><b>Action:</b> Wrought iron fences</p> <p><b>Services:</b> Installed wrought iron</p> | <p>\$4,600<br/>LCFF S/C</p> | <p>\$2,750<br/>LCFF S/C</p>      |

| Planned<br>Actions/Services | Actual<br>Actions/Services      | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|---------------------------------|--------------------------|----------------------------------|
| for student/staff safety    | fences for student/staff safety |                          |                                  |

## Action 22

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Upgrade school gates</p> <p><b>Services:</b> Upgrade school gates to deadbolts for student/staff safety</p> | <p><b>Action:</b> Replaced 3 bus gates at Sybil Crooham with new gates that would work with deadbolt locks. Installed on January 26, 2018.</p> <p><b>Services:</b> Upgraded school gates to deadbolts for student/staff safety</p> | <p>\$4,400<br/>LCFF S/C</p> | <p>\$1,625<br/>LCFF S/C</p>      |

## Action 23

| Planned<br>Actions/Services   | Actual<br>Actions/Services                            | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|---|-----------------------------|----------------------------------|
| <p><b>Action:</b> Hire Crossing Guard</p> <p><b>Services:</b> Ensure student/parent safety when walking across the street onto campus before and after school</p> | <p><b>Action:</b> Unable to hire a Crossing Guard</p> | <p>\$4,627<br/>LCFF S/C</p> | <p>\$0<br/>LCFF S/C</p>          |

## Action 24

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures     | Estimated Actual<br>Expenditures |
|--|--|------------------------------|----------------------------------|
| <p><b>Action:</b> Hire a District Music/Choral Teacher</p> <p><b>Services:</b> Provide music instruction to students</p> | <p><b>Action:</b> Hired a District Music/Choral Teacher</p> <p><b>Services:</b> Provided music instruction to students in 4<sup>th</sup> grade 2.5 hours per day, three times a week. Students learned how to read music sheets, understand beats, etc. Prepared these students for music performance at Winton Middle School's annual Christmas Concert on December 13, 2017 and Spring Concert on May 23, 2018</p> | <p>\$22,812<br/>LCFF S/C</p> | <p>\$12,882<br/>LCFF S/C</p>     |

## Action 25

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|---|-----------------------------|----------------------------------|
| <p><b>Action:</b> Purchase two-way radios</p> <p><b>Services:</b> Improve student/staff communication when students are out in the school grounds</p> | <p><b>Action:</b> Purchased two-way radios; Each school site received 8 two-way radios</p> <p><b>Services:</b> Improved student/staff</p> | <p>\$8,100<br/>LCFF S/C</p> | <p>\$10,919<br/>LCFF S/C</p>     |

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

communication when students are out  
on the school grounds

## Action 26

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**Action:** Purchase and install additional  
drinking fountains

**Services:** Provide students/staff with  
adequate drinking fountains to ensure  
student safety

**Action:** Purchased four ADA  
compliant 3 bubbler drinking fountains  
on January 1, 2018 and received on  
March 28, 2018.

2 replacement installation at Frank  
Sparkes  
1 replacement installation at Sybil  
Crookham  
1 replacement installation at Winton  
Middle

**Services:** Provided students/staff with  
adequate drinking fountains to ensure  
student safety

\$12,182  
LCFF S/C

\$12,046  
LCFF S/C



## Action 27

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|--|-----------------------------|----------------------------------|
| <p><b>Action:</b> Participate in LOVE Winton Community Event</p> <p><b>Services:</b> Promote student, staff, parent involvement in keeping the community clean and safe</p> | <p><b>Action:</b> Organized/participated in LOVE Winton Community Event on Saturday, September 16, 2017</p> <p><b>Services:</b> Promoted student, staff, parent involvement in keeping the community clean and safe. Approximately 100 volunteers consisting of parents, students, staff, and community members picked up between 80-85 bags of trash and/or painted over walls that had graffiti. All volunteers were provided a Love Winton T-shirt.</p> | <p>\$5,000<br/>LCFF S/C</p> | <p>\$4,481<br/>LCFF S/C</p>      |

## Action 28

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Purchase student desks conducive to an effective classroom learning environment | <b>Action:</b> Purchased student desks conducive to an effective classroom learning environment | \$7,234<br>LCFF S/C      | \$7,233<br>LCFF S/C              |

## Action 29

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <b>Action:</b> Maintain the VOIP hosted by MCOE<br><br><b>Services:</b> Effective means of communication for parents/staff | <b>Action:</b> Maintained the VOIP hosted by MCOE<br><br><b>Services:</b> Enabled an effective means of communication for parents/staff | \$2,617<br>LCFF S/C      | \$2,616<br>LCFF S/C              |

### Action 30

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures    | Estimated Actual<br>Expenditures |
|---|---|-----------------------------|----------------------------------|
| <p><b>Action:</b> Employment of County-wide Truancy Officer to implement the “Here to Learn Program”</p> <p><b>Services:</b> Truancy Officer attends District SARB meetings</p> | <p><b>Action:</b> Employment of County-wide Truancy Officer who implemented the “Here to Learn Program”</p> <p><b>Services:</b> Truancy Officer attended District SARB meetings; Truancy Officer met with Data Analyst to discuss district SARBS.</p> | <p>\$1,861<br/>LCFF S/C</p> | <p>\$1,861<br/>LCFF S/C</p>      |

### Analysis

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

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

All personnel were maintained from last school year. Positions that were not filled last year were filled before the start of the school year. It was difficult to hire a crossing guard as there were no applicants. Due to WSD focusing on its wireless technology infrastructure through E-rate with the Merced County Office of Education (MCOE) this year, MCOE has committed to setting up the digital surveillance cameras and its system for the following 2018-19 school year.

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

With the exception of the digital surveillance cameras installation, all actions were completed with ease. Both the Speech Language Pathologist and Speech Language Pathologist Assistant were able to provide speech services to students much better than the year before. The school counselor expanded the service for parents by providing Parent Education Nights four times during the school year. Love Winton was a success in the community. Parents, students, and community members volunteered their time to make clean up the community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Action 3:** Budgeted base on contract but expended less

**Action 7:** New employee as a result needed to purchase supplies and materials; also includes overtime to complete the caseloads

**Action 10:** Digital surveillance cameras were not installed for the 2017-18 school year; MCOE has committed to setting up the digital surveillance cameras for the 2018-19 school year.

**Action 14:** The number of personnel hired for summer recreation was less than what was budgeted for.

**Action 15:** Cost of Unity Day shirts less than anticipated.

**Action 16:** Grade levels were allocated the funding but did not spend all the money allocated.

**Action 18, 19, 21, 22:** Items cost less than anticipated.

**Action 20:** Only 5 Saturday Classes were offered. Originally planned for additional days.

**Action 23:** Unable to hire a crossing guard

**Action 24:** Personnel worked less hours than budgeted for

**Action 25:** Radios cost more than budgeted

**Action 27:** Cost of Love Winton shirts less than anticipated.

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

As a result of this analysis, there will be changes for the expected outcomes and actions/services for the 2018-19 and 2019-20.

### **Changes to Expected Outcomes**

There are changes to the expected outcomes for the 2018-19 for the following metrics ***Parent Participation Rates in returning completed parent surveys, Increasing parental participation in programs for unduplicated pupils, Increasing parental participation in programs for individuals with exceptional needs, Decrease the number of students who are chronically absent by 5%, California Healthy Kids Survey, and California School Climate Staff Survey, and Parent Survey.*** Each of the paragraphs below explains the refinement:

The ***Parent Participation Rates in returning completed surveys*** expected annual measurable outcome for 2017-18 was to have 1225 surveys returned; however, the actual returned survey is 1042. In the 2018-19 school year, the expected outcome will reflect the actual surveys returned in 2017-18 while there is an expected increase in surveys to be submitted at 1066 in 2019-20.

The ***Increase parental participation in programs for unduplicated pupils*** actual measurable outcome for 2017-18 has been refined and includes the many opportunities available for parental participation in programs for unduplicated pupils. The metric title will now be revised to “Promote parental participation in programs for unduplicated pupils”.

As for the metric of ***increasing parental participation in programs for individuals with exceptional needs***, WSD has 100% of its parents participating in IEP meetings; therefore, it is WSD hope that it will continue to have 100% participation in 2018-19 and 2019-20.

For the ***Decrease the number of students who are chronically absent by 5%*** metric, it will be revised by eliminating “by 5%” and will read as “Decrease the number of students who are chronically absent”. With the State Superintendent of Public Instruction’s announcement on December 2017 about the state’s first availability of a statewide chronic absenteeism data beginning with 2016-17, the district will be using this Absenteeism data as a metric for Priority 5 instead of the number of students with chronic absenteeism count. The 2016-17 data indicates that WSD’s chronic absenteeism rate is 8.4%. This rate is indicated in the Actual Annual Measurable Outcomes column. As a result of this data release, the WSD will use this data as its expected annual measurable outcome instead of the student count for the 2018-2019 school year and the following years out.

Although the WSD expected an increase of 1% for the elements on the ***California Healthy Kids Survey*** in 2017-18, the actuals were either lower or higher. As a result, for the 2018-19 expected annual measurable outcome, it will reflect the actual results from 2017-18 since the survey is administered every two years. Using this carryover data, WSD hopes to increase each of the elements in 2019-20 by 1% when it administers the survey.

The actual measureable outcomes for the **California School Climate Staff Survey** exceeded the expected annual measureable outcome for 2017-18. As a result, for the 2018-19 expected annual measureable outcome, it will reflect the actual results from the 2017-18 since the survey is administered every two years. Using this carryover data, WSD hopes to increase each of the elements in 2019-20 by 2%.

The actual measureable outcomes for the **Parent Survey** for parents agreeing/remaining neutral that the schools are welcoming now reflects the statement of *"My child feels safe and connected to the school."* As a result, for the 2018-19 expected annual measureable outcome, it will reflect this statement and the actual results from the 2017-18 since the survey is administered every two years. Using this carryover data, WSD hopes to increase the parents agreeing that they feel their child is safe and connected to the school by 2% and decrease the number of parents remaining neutral that their child feels safe and connected to the school by 2% in 2019-20.

### **Changes to Actions/Services**

Community Involvement in the Trunk or Treat event cost was \$479. This was an added action item for the 2017-18 year.

In looking forward, WSD will be modifying action 27 to encompass a full range of parent/community involvement/engagement in educational, parental, and/or health wellness classes. See 2018-19 Action/Services for further details.

In action 5, the students that the School Psychologist will serve will not only be Foster Youth; the students to be served will include English Learners and Low Income.

The location for action 21 will now be at Frank Sparkes as wrought iron fencing is needed there. The installation of wrought iron fence at Sybil Crookham this year has been completed.

The scope of service for action 28 will now be changed to LEA-wide in order to meet the needs of all schools in the district.

Action 22 upgrading school gates were completed during this school year. As a result, it will be modified in 2018-19 to indicate that this action will not be continued for 2018-19 & 2019-20.

Base on stakeholders input, three new Action items will be included for 2018-19. These are Action 31, 32, & 33.

# Stakeholder Engagement

LCAP Year: **2018–19**

## Involvement Process for LCAP and Annual Update

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

The Winton School District (WSD) has met with its stakeholders. The WSD shared its LCAP goals, highlights for the current year, ongoing services, and one time purchases. Stakeholders were asked if they would like to discontinue ongoing services. WSD shared the list of proposed actions/services that were obtained from its stakeholders engagement meetings.

The WSD held the following stakeholders meetings:

Custodians & Groundsperson on January 9, 2018

Teaching Staff: Sybil Crookham Staff (January 10, 2018), Winton Middle Staff (January 12, 2018), Frank Sparkes Staff (January 17, 2018), and Winfield Teaching Staff (February 28, 2018)

Principals: January 11, 2018; February 8, 2018; March 8, 2018

Office Assistants, Media Specialists, Computer Center Technicians, and School Secretaries on January 16, 2018

Winton Latino Rotary on January 18, 2018

Community/Parent Meetings were all conducted in English and Spanish

SSC/SELAC at each school site-Winfield (January 22, 2018), Sybil Crookham (January 23, 2018), Frank Sparkes (March 9, 2018), and Winton Middle (March 26, 2018)

DELAC Meetings: January 17, 2018 and May 23, 2018

California Schools Employees Association (February 2, 2018)

Students: WMS Student Body Government and Student Representatives (February 9, 2018)

Winton Teachers Association (May 16, 2018)

The School Board-Updated the board on meeting progress and number of meetings that occurred. Draft of the LCAP was shared with the board on Monday, June 11, 2018. Public Hearing is set for Thursday, June 21, 2018. The Board Adoption will take place on Thursday, June 28, 2018.

## **Impact on LCAP and Annual Update**

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

Although the stakeholders proposed a variety of actions/services, they have been pleased with the previous year's actions/services. Stakeholders were pleased with the LCAP's three goals and no changes were made to the goals. However, there are actions that impact Goal 1 and Goal 3.

As a result, the WSD will be working towards providing actions around the following items:

1. Enhancing Career Day
2. Enhance parent/staff engagement in the community
3. Cross Age Physical Education Training (CAPET)



# 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

Winton School District will increase student academic performances in all academic courses

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

State Priorities: Priority 1, Priority 4, Priority 7, and Priority 8

Local Priorities: [List Local Priorities here]

### Identified Need:

Increase number of students who met or exceeded the CAASPP ELA and Math Standards. Our students are slightly lower in ELA and Math in comparison to the statewide test results. Base on the 2017 CAASPP Results, in ELA, WSD is 2.16% lower than the statewide average and 0.56% lower in math.

### Expected Annual Measureable Outcomes

| Metrics/Indicators      | Baseline                                 | 2017-18   | 2018-19                                  | 2019-20                                  |
|-------------------------|--|---|--|--|
| CAASPP ELA (Priority 4) | 45% met or exceeded standard/proficiency | 47% met or exceeded standard/proficiency (Actual: 46.40%) | 48% met or exceeded standard/proficiency | 50% met or exceeded standard/proficiency |
| CAASPP Math             | 28% met or exceeded                      | 30% met or exceeded                                       | 35% met or exceeded                      | 37% met or exceeded                      |

| Metrics/Indicators   | Baseline             | 2017-18                                  | 2018-19                               | 2019-20                               |
|--|----------------------|--|---------------------------------------|---------------------------------------|
| (Priority 4)   | standard/proficiency | standard/proficiency<br>(Actual: 33.73%) | standard/proficiency                  | standard/proficiency                  |
| English Learner Annual Growth as Measured by the CELDT/ELPAC (Priority 4)                                  | 71%                  | Baseline                                 | Increase by 2% from the previous year | Increase by 2% from the previous year |
| English Learners reclassified as measured by prior year number of re-designated students (Priority 4)      | 156                  | 156<br>(Actual: 77)                      | 77                                    | 77                                    |
| All Students will receive access to broad course of study as indicated on the Master Schedule (Priority 7) | 100%                 | 100%                                     | 100%                                  | 100%                                  |
| Pupils will have access to programs and services developed and provided to unduplicated pupils             | 100%                 | 100%                                     | 100%                                  | 100%                                  |

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| (Priority 7)   |          |         |         |         |
| Pupils will have access to programs and services developed and provided to individuals with exceptional needs.<br>(Priority 7)                                     | 100%     | 100%    | 100%    | 100%    |
| Students will have access to and utilize technological devices in the classroom.<br>(Priority 8)   | 100%     | 100%    | 100%    | 100%    |
| All students will have sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials'.<br>(Priority 1) | 100%     | 100%    | 100%    | 100%    |

# 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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Maintain the Math/Technology Coaches who will provide services to multiple groups

Services: Utilize intervention programs to provide small group instruction to students, providing student intervention, and technology assistance for staff

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$467,149           | \$481,525                       | \$488,657                       |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

**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)

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: Winton Middle School, Frank Sparkes, & Winfield

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action: Maintain Teacher Positions – Grade 8 at Winton Middle, Grade 1 Teacher at Frank Sparkes, and Grade 1 at Winfield Elementary

Services: Serves as classroom teacher to provide direct instruction to students to alleviate large class sizes

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$241,958           | \$264,233                       | \$268,129                       |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

**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)

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: Frank Sparkes & Sybil Crookham

**Actions/Services**

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Maintain the 2 Resource Teacher Positions

Services: Small group instruction to students; work with students who need more intensive and individualized attention

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$246,591           | \$224,740                       | \$228,066                       |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |



## 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)

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: Frank Sparkes & Winton Middle

**Actions/Services**

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|   |  |  |
|---|--|--|
| <p>Action: Maintain the 2 Paraprofessional Instructional Aides for the Resource Class</p> <p>Services: Assist teacher with small group intensive/individualized instruction to students</p> |  |  |
|---|--|--|

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$73,847            | \$79,730            | \$83,717            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

**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)

**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 & Low Income | LEA-wide | All Schools |
|-------------------------------|----------|-------------|

**Actions/Services**

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

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

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

|          |           |           |
|----------|-----------|-----------|
| Modified | Unchanged | Unchanged |
|----------|-----------|-----------|

2017-18 Actions/Services

Action: Maintain Literacy Coaches who will provide services to multiple groups; provide support and implementation of newly adopted ELA/ELD curriculum to classroom teachers

Services: Utilize Intervention curriculum such as Fountas & Pinnell and/or McGraw Hill FLEX program for small group instruction to students, meeting with parents, providing student intervention, and professional development/coaching for teachers

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$502,617           | \$485,406                       | \$492,597                       |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

**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)

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 School

**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

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action: Continue to purchase Chromebooks for all students to have 1:1 in the classroom and for replacement to enhance instructional lessons; purchase to include storage carts and supplies as needed for the most effective and efficient use of Chromebooks

Services: Enable students to have increase access to technology to build their reading, writing, math, and technology through software programs, digital ELA and Math textbooks, Google applications, and take the SBAC Interim and Summative Assessments

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year   | 2017-18  | 2018-19  | 2019-20  |
|--------|----------|----------|----------|
| Amount | \$90,750 | \$90,750 | \$90,750 |
| Source | LCFF S/C | LCFF S/C | LCFF S/C |

|                  |                                       |                                       |                                       |
|------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Year             | 2017-18                               | 2018-19                               | 2019-20                               |
| Budget Reference | Supplies<br>Non-Capitalized Equipment | Supplies<br>Non-Capitalized Equipment | Supplies<br>Non-Capitalized Equipment |

**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 & 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Provide Summer Academy

Services: Provide Enrichment Activities focusing on language arts, project-based learning, and Science, Technology, Engineering, Arts, and Mathematics

**Budgeted Expenditures**

| Year             | 2017-18                         | 2018-19                         | 2019-20                         |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$62,124                        | \$80,305                        | \$81,339                        |
| Source           | LCFF S/C                        | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

**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)

**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 & 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 | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

|  |  |  |
|--|--|--|
| <p>Action: Maintain the Data Analyst Position</p> <p>Services: Manage AERIES (district's Student Information System), ensure student data are accurately in AERIES and reported to CALPADS, and provides staff with technical assistance in AERIES</p> |  |  |
|--|--|--|

**Budgeted Expenditures**

| Year   | 2017-18  | 2018-19  | 2019-20  |
|--------|----------|----------|----------|
| Amount | \$65,875 | \$70,006 | \$73,506 |



|                  |                     |                     |                     |
|------------------|---------------------|---------------------|---------------------|
| Year             | 2017-18             | 2018-19             | 2019-20             |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

**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))

Limited to Unduplicated Student Groups

**Location(s):**

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

Specific Schools: Sybil Crookham, Frank Sparkes, and Winfield Elementary

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Action: Maintain the Teacher on Special Assignment positions

Services:

- Oversee and coordinate required state test for English language proficiency for students who are English Learners (EL), ensures English Language Development student placement, and monitors EL students and Reclassified EL language proficiency
- Maintain record and ensures socio-economically disadvantaged students, homeless students, and Foster Youths are promptly enrolled in appropriate classes and assesses/refers the students for appropriate services as needed

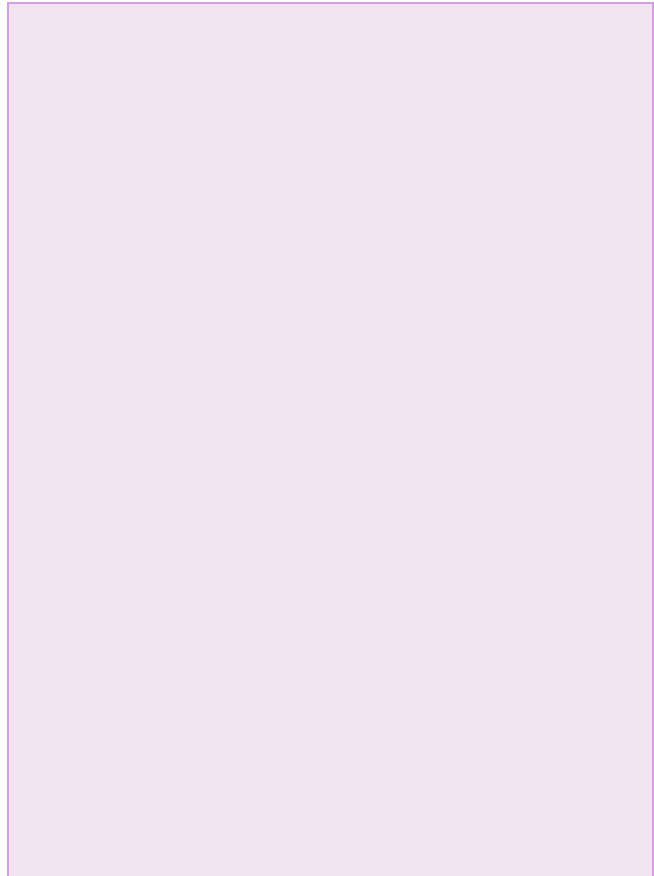
2018-19 Actions/Services

Action: Maintain the Teacher on Special Assignment positions and/or Administrator on Special Assignment positions

Services:

- Oversee and coordinate required state test for English language proficiency for students who are English Learners (EL), ensures English Language Development student placement, and monitors EL students and Reclassified EL language proficiency
- Maintain record and ensures socio-economically disadvantaged students, homeless students, and Foster Youths are promptly enrolled in appropriate classes and assesses/refers the students for appropriate services as needed

2019-20 Actions/Services



**Budgeted Expenditures**

| Year   | 2017-18   | 2018-19   | 2019-20   |
|--------|-----------|-----------|-----------|
| Amount | \$383,772 | \$436,604 | \$443,086 |

|                  |                     |                                 |                                 |
|------------------|---------------------|---------------------------------|---------------------------------|
| Year             | 2017-18             | 2018-19                         | 2019-20                         |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

**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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action: Provide Multi-Tiered System of Support: Universal Design for Learning (UDL) Professional Learning Opportunities

Literacy Coaches, Math/Technology Coaches, and Resource teachers to receive training in UDL; coaches will share UDL with staff

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                                    | 2019-20                                    |
|------------------|---------------------|--|--|
| Amount           | \$7,500             | \$1705                                     | \$1757                                     |
| Source           | LCFF S/C            | LCFF S/C                                   | LCFF S/C                                   |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Travel & Conference | Salaries & Benefits<br>Travel & Conference |

**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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Update Promethean Boards in the classroom in order to increase student access to meet learning objectives/standards; 3 at each school site

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year   | 2017-18  | 2018-19  | 2019-20  |
|--------|----------|----------|----------|
| Amount | \$50,000 | \$52,427 | \$54,021 |
| Source | LCFF S/C | LCFF S/C | LCFF S/C |

|                  |  |  |  |
|------------------|--|--|--|
| Year             | 2017-18                                    | 2018-19                                    | 2019-20                                    |
| Budget Reference | Supplies/Services/Noncapitalized Equipment | Supplies/Services/Noncapitalized Equipment | Supplies/Services/Noncapitalized Equipment |

**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)

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

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

New

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

**Action:** Improving the wireless access points at the schools by putting in new wires and cables

2018-19 Actions/Services

**Action:** Replace servers to better meet the needs of the computer files, exchange servers, and web access

2019-20 Actions/Services

Action is expected to be completed in 2018-19.

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                               | 2019-20                               |
|------------------|---------------------|---------------------------------------|---------------------------------------|
| Amount           | \$26,901            | \$39,377                              | \$0                                   |
| Source           | LCFF S/C            | LCFF S/C                              | LCFF S/C                              |
| Budget Reference | Salaries & Benefits | Supplies<br>Non-capitalized equipment | Supplies<br>Non-capitalized equipment |

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

Unchanged Goal

## Goal 2

Winton School District will engage and provide a culture of ongoing professional learning opportunities, attract and retain high quality professional staff members, and provide competitive compensation for employees.

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

State Priorities: Priority 1, Priority 2

Local Priorities: [List Local Priorities here]

### Identified Need:

Ensure that teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching

Ensure that teachers/students have access to state adopted curriculum and standards

### Expected Annual Measureable Outcomes

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Winton School District teachers will be appropriately assigned and fully credentialed in the | 100%     | 100%    | 100%    | 100%    |



| Metrics/Indicators  | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| subject area and for the pupils they are teaching.<br>(Priority 1)  |          |         |         |         |
| All students have access to state board adopted academic content and performance standards.<br>(Priority 2) | 100%     | 100%    | 100%    | 100%    |
| English Learners will have access to the CCSS and the adopted ELD standards.<br>(Priority 2)                | 100%     | 100%    | 100%    | 100%    |

## 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)

**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 and 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

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

**Action:** Continue providing technology, Common Core, ELA/ELD, science, social studies training as needed as it pertains to the implementation of academic content and performance standards for all pupils, including English Learners; Provide professional learning opportunities in the implementation of the district's adopted ELA/ELD curriculum

**Services:** Teachers will be able to attend technology, Common Core, ELA/ELD, science, social studies training to acquire skills/strategies to implement in the classroom

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                                   | 2018-19                                   | 2019-20                                   |
|------------------|---|---|---|
| Amount           | \$20,000                                  | \$20,000                                  | \$20,000                                  |
| Source           | LCFF S/C                                  | LCFF S/C                                  | LCFF S/C                                  |
| Budget Reference | Travel and Conference<br>Meals<br>Mileage | Travel and Conference<br>Meals<br>Mileage | Travel and Conference<br>Meals<br>Mileage |

## 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 and 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

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Action:** Teacher observation/collaboration days

**Services:** Teachers will receive one teacher collaboration day to observe other teachers and instructional programs within the district and/or use the days for instructional planning. Teachers will complete collaboration logs on items discussed and actions to be taken.

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$13,428            | \$12,858            | \$13,051            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

**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)

Board Adopted June 28, 2018 revised per MCOE

**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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

**Action:** Instructional Aides will continue to receive one hour a month to collaborate with their assigned teacher

**Services:** Meet and discuss teacher expectations, student language proficiency/academic needs, and instructional strategies

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$8,240             | \$8,398             | \$8,818             |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

## 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 and 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

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Action:** Movie Theater Advertisement – Participation with MCOE for upcoming teacher recruitment campaign

This action has been discontinued. See the Annual Update for more information.

**Budgeted Expenditures**

| Year             | 2017-18              | 2018-19              | 2019-20              |
|------------------|----------------------|----------------------|----------------------|
| Amount           | \$745                | \$0                  | \$0                  |
| Source           | LCFF S/C             | LCFF S/C             | LCFF S/C             |
| Budget Reference | Other Services, Fees | Other Services, Fees | Other Services, Fees |

**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)

**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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

**Action:** Merced County Office of Education (MCOE) Teacher Induction Program (TIP)  
  
**Service:** Provide new teachers (candidates) with mentors to support first and second year candidates that will lead the candidates to a professional credential recommendation

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                                   | 2018-19                                   | 2019-20                                   |
|------------------|---|---|---|
| Amount           | \$27,000<br>\$21,263                      | \$27,000<br>\$21,572                      | \$27,000<br>\$21,895                      |
| Source           | LCFF S/C<br>LCFF S/C                      | LCFF S/C<br>LCFF S/C                      | LCFF S/C<br>LCFF S/C                      |
| Budget Reference | Services<br>Certificated Teacher Overtime | Services<br>Certificated Teacher Overtime | Services<br>Certificated Teacher Overtime |

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

Unchanged Goal

### Goal 3

Winton School District will provide a safe and welcoming learning environment for students, parents, and staff that will foster and strengthen academic and behavioral excellence at home and at school.

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

State Priorities: Priority 1, Priority 3, Priority 5, and Priority 6

Local Priorities: [List Local Priorities here]

#### Identified Need:

Enhance the learning environment and increase campus safety/security for students/staff/parents

Promote parent participation at school

#### Expected Annual Measureable Outcomes

| Metrics/Indicators  | Baseline                                    | 2017-18                                  | 2018-19                                  | 2019-20                                  |
|---|---|--|--|--|
| Facility Inspection Tool (FIT) school ratings. (Priority 1) | All schools to receive a rating of GOOD.    | All schools to receive a rating of GOOD. | All schools to receive a rating of GOOD. | All schools to receive a rating of GOOD. |
| Parent Participation Rates in returning                     | 1201 Surveys Received (Data from 2015-2016) | 1225 Surveys (Actual 1042)               | 1042 Surveys (Data from 2017-18)         | 1066 Surveys                             |

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|---|------------|---|---|---|
| <p>completed parent surveys; parent surveys gather parents' input on district decisions. (Priority 3)</p> |            |   |   |   |
| <p>Promote parental participation in programs for unduplicated pupils. (Priority 3)</p>                   | <p>60%</p> | <p>65%</p> <p>Actual:<br/>           Provided opportunities for parental participation in programs for unduplicated pupils which include the following:</p> <ul style="list-style-type: none"> <li>• School Site Council/ Site English Language Advisory Committee</li> <li>• District English Language Advisory Committee</li> <li>• Parent Workshops</li> <li>• Coffee with the Counselor</li> <li>• Parent Information Night</li> <li>• LCAP Meetings</li> </ul> | <p>Provided opportunities for parental participation in programs for unduplicated pupils which include the following:</p> <ul style="list-style-type: none"> <li>• School Site Council/ Site English Language Advisory Committee</li> <li>• District English Language Advisory Committee</li> <li>• Parent Workshops</li> <li>• Coffee with the Counselor</li> <li>• Parent Information Night</li> <li>• LCAP Meetings</li> </ul> | <p>Provided opportunities for parental participation in programs for unduplicated pupils which include the following:</p> <ul style="list-style-type: none"> <li>• School Site Council/ Site English Language Advisory Committee</li> <li>• District English Language Advisory Committee</li> <li>• Parent Workshops</li> <li>• Coffee with the Counselor</li> <li>• Parent Information Night</li> <li>• LCAP Meetings</li> </ul> |

| Metrics/Indicators   | Baseline                 | 2017-18   | 2018-19                  | 2019-20                  |
|--|--------------------------|---|--------------------------|--------------------------|
| Increase parental participation in programs for individuals with exceptional needs. (Priority 3)         | 60%                      | 65%<br>(Actual 100%)  | 100%                     | 100%                     |
| Increase P2 Average Daily Attendance percentage (Priority 5)   | ADA Percentage is 95.81% | ADA Percentage is 95.91%<br>(Actual 96.25%)                   | ADA Percentage is 96.35% | ADA Percentage is 96.45% |
| Decrease the number of students who are chronically absent (Priority 5)                                  | 121 students             | 115 students<br>8.4%  | 8.4%                     | 8.4%                     |
| Maintain 100% of the 8 <sup>th</sup> grade students to transition to 9 <sup>th</sup> grade. (Priority 5) | 100%                     | 100%  | 100%                     | 100%                     |
| Decrease suspension rate. (Priority 6)   | 4.4                      | 4.2<br>(Actual 3.1 from Data Quest Suspension Report 2016-17) | 4.0                      | 3.8                      |
| Decrease or maintain the expulsion rate  | 0.2                      | 0.2<br>(Actual 0.19 from DataQuest Expulsion                  | 0.2                      | 0.2                      |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19   | 2019-20   |
|---|---|--|---|---|
| (Priority 6)  |   | Report 2016-17)  |   |   |
| There continues to be no Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education. (Priority 6) | 0   | 0  | 0   | 0   |
| California Healthy Kids Survey (Priority 6)   | <p>95% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions</p> <p>54% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe</p> <p>99% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions.</p> <p>82% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time</p> <p><i>*Data from 2015-2016. Survey is administered every two years.</i></p> | <p>96% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions (Actual 92%)</p> <p>55% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe (Actual 59%)</p> <p>100% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions. (Actual 98%)</p> <p>83% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time (Actual 82%)</p> | <p>92% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions</p> <p>59% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe</p> <p>98% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions.</p> <p>82% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time</p> <p><i>*Data from 2017-2018. Survey is administered every two years.</i></p> | <p>93% of the 7<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions</p> <p>60% of the 7<sup>th</sup> graders who took the survey perceived the school as very safe or safe</p> <p>99% of the 5<sup>th</sup> graders who took the survey scored high and moderate on the school connectedness questions.</p> <p>83% of the 5<sup>th</sup> graders who took the survey indicated that they feel safe most and all of the time</p> |

| Metrics/Indicators                                  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| California School Climate Staff Survey (Priority 6) | <p>79% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work</p> <p>89% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff</p> <p><i>*Data from 2015-2016. Survey is administered every two years.</i></p> | <p>82% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work<br/>(Actual 87%)</p> <p>91% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff<br/>(Actual 92%)</p>   | <p>87% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work</p> <p>92% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff</p> <p><i>*Data from 2017-2018. Survey is administered every two years.</i></p> | <p>89% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work</p> <p>94% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff</p> |
| Parent Survey (Priority 6)                          | <p>79% of the parents who submitted the survey agreed that the schools are welcoming</p> <p>12% of the parents who submitted the survey remained neutral that the schools are welcoming</p> <p><i>*Data from 2015-2016. Survey is administered every two years.</i></p>   | <p>81% of the parents who submitted the survey agreed that the schools are welcoming<br/><b>(Actual: 83%</b> of the parents who submitted the survey feel their child is safe and connected to the school.)</p> <p>10% of the parents who submitted the survey remained neutral that the schools are welcoming<br/><b>(Actual: 14%</b> of the parents who submitted the survey remained neutral that their child feels safe and connected to the school.)</p> | <p>83% of the parents who submitted the survey feel their child is safe and connected to the school.</p> <p>14% of the parents who submitted the survey remained neutral that their child feels safe and connected to the school.</p> <p><i>*Data from 2017-2018. Survey is administered every two years.</i></p>                               | <p>85% of the parents who submitted the survey feel their child is safe and connected to the school.</p> <p>12% of the parents who submitted the survey remained neutral their child feels safe and connected to the school.</p>                                    |

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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



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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the District Liaison position

**Services:** Provide interpretation and translation needs as requested by the school staff

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$24,578            | \$25,845            | \$27,137            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & 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)

Board Adopted June 28, 2018 revised per MCOE

**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

**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: Winton Middle School

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the Campus Liaison position

**Services:** Provide interpretation and translation needs as requested by the school staff and parents

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$28,235            | \$30,289            | \$31,803            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

### 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the School Resource Officer  
  
**Services:** Attend SARB meetings, intervene as warranted with suspension/expulsions, assist with parent notification for students who are truant

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$37,000            | \$37,000            | \$37,000            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

# 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)

Foster Youth and 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: Sybil Crookham, Frank Sparkes, & Winfield

**Actions/Services**

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

Unchanged

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

**Action:** Maintain the Counselor

**Services:** Provide Direct Services on behavioral, social, and academic counseling to individual students or in a small group setting on topics such as Impulse Control, Anger Management, Study Skills, Social Skills, and Grief/Loss

Provide Indirect Services for systems support, Unity Day, Mix-it-Up Day, and Conflict Managers.

Provided guidance lesson to students

Provide Parent Services through Coffee with the Counselor, School Parent Meetings, Parent Conferences, and Parent Education Night

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year   | 2017-18   | 2018-19   | 2019-20   |
|--------|-----------|-----------|-----------|
| Amount | \$131,174 | \$137,486 | \$139,579 |
| Source | LCFF S/C  | LCFF S/C  | LCFF S/C  |

| Year             | 2017-18             | 2018-19  | 2019-20  |
|------------------|---------------------|--|--|
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies<br>Travel & Conference<br>Communications | Salaries & Benefits<br>Supplies<br>Travel & Conference<br>Communications |



# 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, and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the School Psychologist

**Services:** Provide student testing as needed, behavior support for students/parents

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$130,257           | \$134,980                       | \$136,982                       |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

# 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the Maintenance Technician II Position  
  
**Services:** Perform Maintenance and Operations duty as needed in the district

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$71,606            | \$76,107            | \$77,248            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

# 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Speech Language Pathologist  
  
**Services:** Provide speech services for students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                           | 2019-20                           |
|------------------|---------------------|-----------------------------------|-----------------------------------|
| Amount           | \$104,960           | \$118,700                         | \$120,480                         |
| Source           | LCFF S/C            | LCFF S/C                          | LCFF S/C                          |
| Budget Reference | Salaries & Benefits | Professional Services<br>Supplies | Professional Services<br>Supplies |

# 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Speech Language Pathologist Assistant  
  
**Services:** Provide speech services for students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                           | 2019-20                           |
|------------------|---------------------|-----------------------------------|-----------------------------------|
| Amount           | \$82,539            | \$111,500                         | \$113,172                         |
| Source           | LCFF S/C            | LCFF S/C                          | LCFF S/C                          |
| Budget Reference | Salaries & Benefits | Professional Services<br>Supplies | Professional Services<br>Supplies |



# 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the Intervention Teacher  
  
**Services:** Provide small group instruction to students who have academic and/or behavioral needs

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19                         | 2019-20                         |
|------------------|---------------------|---------------------------------|---------------------------------|
| Amount           | \$84,140            | \$90,551                        | \$91,909                        |
| Source           | LCFF S/C            | LCFF S/C                        | LCFF S/C                        |
| Budget Reference | Salaries & Benefits | Salaries & Benefits<br>Supplies | Salaries & Benefits<br>Supplies |

# 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

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Action:** Upgrade to digital video surveillance cameras and install additional digital video surveillance cameras in blind spots

**Services:** Monitor student/staff/parent safety on campus

**Budgeted Expenditures**

| Year             | 2017-18        | 2018-19        | 2019-20             |
|------------------|----------------|----------------|---------------------|
| Amount           | \$90,000       | \$162,000      | \$5,000             |
| Source           | LCFF S/C       | LCFF S/C       | LCFF S/C            |
| Budget Reference | Capital Outlay | Capital Outlay | Service & Operating |

# 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)

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

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Action: Maintain AESOP

Services: Continue to use the AESOP program for teachers to secure a substitute teacher for their class when they are absent

2018-19 Actions/Services

Action: Maintain Frontline Education (former name AESOP)

Services: Continue to use the AESOP program for teachers to secure a substitute teacher for their class when they are absent

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18              | 2018-19              | 2019-20              |
|------------------|----------------------|----------------------|----------------------|
| Amount           | \$3,830              | \$4,657              | \$4,657              |
| Source           | LCFF S/C             | LCFF S/C             | LCFF S/C             |
| Budget Reference | Services & Operating | Services & Operating | Services & Operating |

# 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 and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the School Messenger Application  
**Services:** Use SchoolMessenger to notify parents of student attendance, school events, and district sponsored community events

2018-19 Actions/Services

[Empty selection box for 2018-19 Actions/Services]

2019-20 Actions/Services

[Empty selection box for 2019-20 Actions/Services]

**Budgeted Expenditures**

| Year             | 2017-18              | 2018-19              | 2019-20              |
|------------------|----------------------|----------------------|----------------------|
| Amount           | \$3,746              | \$3,746              | \$3,746              |
| Source           | LCFF S/C             | LCFF S/C             | LCFF S/C             |
| Budget Reference | Services & Operating | Services & Operating | Services & Operating |



# Action 13

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

**Students to be Served:**

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

[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)

Specific Schools: Frank Sparkes

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

**Action:** Multi-purpose room

**Services:** Begin the process of a multipurpose room construction to serve as a cafeteria and to provide a safe and welcoming facility for student performances/activities

2018-19 Actions/Services

**Action:** Multi-purpose Room Construction

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                             | 2018-19  | 2019-20  |
|------------------|-------------------------------------|--|--|
| Amount           | \$1,271,520                         | \$2,427,539  | \$2,427,539  |
| Source           | LCFF S/C                            | LCFF S/C   | LCFF S/C   |
| Budget Reference | Other authorized interfund transfer | Object 7619<br>Other authorized interfund transfer | Object 7619<br>Other authorized interfund transfer |

# 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 and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Summer Recreation Program  
**Services:** Skills base sports camp and activities for students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                                 | 2018-19                                 | 2019-20                                 |
|------------------|---|---|---|
| Amount           | \$9,405                                 | \$15,404                                | \$16,174                                |
| Source           | LCFF S/C                                | LCFF S/C                                | LCFF S/C                                |
| Budget Reference | Salaries & Benefits; Supplies; Services | Salaries & Benefits; Supplies; Services | Salaries & Benefits; Supplies; Services |

# Action 15

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Unity Day activities for students and teachers to prevent bullying and unite kindness, acceptance, and inclusion

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$5,000  | \$5,000  | \$5,000  |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Supplies | Supplies |

# Action 16

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 and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Visual Arts & Performing Arts  
**Services:** Student visual and performance art activities

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$22,000 | \$22,000 | \$22,000 |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Supplies | Supplies |



# 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)

[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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Band Equipment/Uniforms  
  
**Services:** Provide equipment/uniforms for band students to participate in the band program

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                             | 2018-19                             | 2019-20                             |
|------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Amount           | \$17,500                            | \$17,500                            | \$17,500                            |
| Source           | LCFF S/C                            | LCFF S/C                            | LCFF S/C                            |
| Budget Reference | Supplies; Non-capitalized equipment | Supplies; Non-capitalized equipment | Supplies; Non-capitalized equipment |

# Action 18

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Winfield

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**Action:** Add a parking lot  
  
**Services:** Provide staff and parents with adequate parking spaces with the addition of a parking lot

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

| Year             | 2017-18     | 2018-19     | 2019-20     |
|------------------|-------------|-------------|-------------|
| Amount           | \$18,240    | \$0         | \$0         |
| Source           | LCFF S/C    | LCFF S/C    | LCFF S/C    |
| Budget Reference | Maintenance | Maintenance | Maintenance |

# 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)

Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Winfield & Winton Middle

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**Action:** Tuff Sheds  
  
**Services:** Provide Tuff Sheds at the sites for ease of equipment storage for students participation in outdoor/sports activities and physical education

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                   | 2018-19                   | 2019-20                   |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount           | \$24,000                  | \$0                       | \$0                       |
| Source           | LCFF S/C                  | LCFF S/C                  | LCFF S/C                  |
| Budget Reference | Non-capitalized Equipment | Non-capitalized Equipment | Non-capitalized Equipment |

## 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)

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Implement Saturday Attendance Make-up Class

**Services:** Saturday class for students to make-up absence days

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$974               | \$989               | \$1,004             |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |



# 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)

Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Frank Sparkes

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Wrought iron fences  
  
**Services:** Install wrought iron fences for student/staff safety

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                      | 2018-19                      | 2019-20                      |
|------------------|------------------------------|------------------------------|------------------------------|
| Amount           | \$4,600                      | \$10,000                     | \$0                          |
| Source           | LCFF S/C                     | LCFF S/C                     | LCFF S/C                     |
| Budget Reference | Repairs/Maintenance-Building | Repairs/Maintenance-Building | Repairs/Maintenance-Building |

## Action 22

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**Action:** Upgrade school gates

**Services:** Updgrade school gates to deadbolts for student/staff safety

2018-19 Actions/Services

This action has been completed. See the Annual Update for more information.

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                   | 2018-19                   | 2019-20                   |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount           | \$4,400                   | \$0                       | \$0                       |
| Source           | LCFF S/C                  | LCFF S/C                  | LCFF S/C                  |
| Budget Reference | Non-capitalized Equipment | Non-capitalized Equipment | Non-capitalized Equipment |

# Action 23

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))

Schoolwide

**Location(s):**

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

Specific Schools: Sybil Crookham

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Hire Crossing Guard  
  
**Services:** Ensure student/parent safety when walking across the street onto campus before and after school

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$4,627             | \$5,136             | \$5,393             |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

# Action 24

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Hire a District Music/Choral Teacher  
**Services:** Provide music instruction to students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Amount           | \$22,812            | \$22,787            | \$23,129            |
| Source           | LCFF S/C            | LCFF S/C            | LCFF S/C            |
| Budget Reference | Salaries & Benefits | Salaries & Benefits | Salaries & Benefits |

**Action 25**

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

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

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



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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Action:** Purchase two-way radios

**Services:** Improve student/staff communication when students are out in the school grounds

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$8,100  | \$8,100  | \$8,100  |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Supplies | Supplies |

## Action 26

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))

Schoolwide

**Location(s):**

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

Specific Schools: Winfield

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**Action:** Purchase and install additional drinking fountains

**Services:** Provide students/staff with adequate drinking fountains to ensure student safety

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18                   | 2018-19                   | 2019-20                   |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount           | \$12,182                  | \$0                       | \$0                       |
| Source           | LCFF S/C                  | LCFF S/C                  | LCFF S/C                  |
| Budget Reference | Non-capitalized Equipment | Non-capitalized Equipment | Non-capitalized Equipment |

# Action 27

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

New

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

**Action:** Participate in LOVE Winton Community Event

**Services:** Promote student, staff, parent involvement in keeping the community clean and safe

2018-19 Actions/Services

**Action:** Participate in community events such as LOVE Winton, Trunk or Treat, Tree Lighting, Zumba

**Services:** Promote student, staff, parent involvement in the community; health wellness classes

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19                           | 2019-20                           |
|------------------|----------|-----------------------------------|-----------------------------------|
| Amount           | \$5,000  | \$11,050                          | \$11,050                          |
| Source           | LCFF S/C | LCFF S/C                          | LCFF S/C                          |
| Budget Reference | Supplies | Supplies<br>Professional Services | Supplies<br>Professional Services |

# Action 28

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 and 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: All Schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Purchase student desks conducive to an effective classroom learning environment

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$7,234  | \$28,000 | \$28,000 |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Supplies | Supplies |

## Action 29

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 and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Maintain the VOIP hosted by MCOE

**Services:** Effective means of communication for parents/staff

2018-19 Actions/Services

2019-20 Actions/Services



**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$2,617  | \$2,617  | \$2,617  |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Supplies | Supplies |

# Action 30

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, and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**Action:** Employment of County-wide Truancy Officer to implement the “Here to Learn Program”

**Services:** Truancy Officer attends District SARB meetings

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|----------|----------|----------|
| Amount           | \$1,861  | \$1,874  | \$1,874  |
| Source           | LCFF S/C | LCFF S/C | LCFF S/C |
| Budget Reference | Supplies | Services | Services |

**Action 31**

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, and 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

[Add selection here]

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

Action: Slurry Seal

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19  | 2019-20  |
|------------------|---------|----------|----------|
| Amount           | N/A     | \$69,507 | \$0      |
| Source           | N/A     | LCFF S/C | LCFF S/C |
| Budget Reference | N/A     | Services | Services |

## Action 32

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, and Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Winton Middle

**Actions/Services**

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

[Add selection here]

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

New

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

Unchanged

2017-18 Actions/Services

This action was not implemented in 2017-18. See the Annual Update for more information.

2018-19 Actions/Services

**Action:** Career Day  
  
**Services:** Provide students with opportunity to learn about different careers

2019-20 Actions/Services

See Description for 2018-19

**Budgeted Expenditures**

| Year             | 2017-18 | 2018-19                           | 2019-20                           |
|------------------|---------|-----------------------------------|-----------------------------------|
| Amount           | N/A     | \$1,500                           | \$1,500                           |
| Source           | N/A     | LCFF S/C                          | LCFF S/C                          |
| Budget Reference | N/A     | Supplies<br>Professional Services | Supplies<br>Professional Services |

**Action 33**

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, and 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

[Add selection here]

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

New

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

Unchanged

**2017-18 Actions/Services**

This action was not implemented in 2017-18. See the Annual Update for more information.

**2018-19 Actions/Services**

Action: Cross Age Physical Education Training (CAPET)  
  
Services: Provide transportation for high school students to provide CAPET for WSD students.

**2019-20 Actions/Services**

**Budgeted Expenditures**

| Year   | 2017-18 | 2018-19  | 2019-20  |
|--------|---------|----------|----------|
| Amount | N/A     | \$12,800 | \$12,800 |

| Year             | 2017-18 | 2018-19                 | 2019-20                 |
|------------------|---------|-------------------------|-------------------------|
| Source           | N/A     | LCFF S/C                | LCFF S/C                |
| Budget Reference | N/A     | Transfer of Direct Cost | Transfer of Direct Cost |



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds:

\$5,733,801

Percentage to Increase or Improve Services:

38.55 %

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).

The Winton School District's LCFF Supplemental and Concentration grant funding in the LCP year is \$5,733,801. Winton School District's 2018-19 unduplicated count of pupils who are low income, foster youth, and English Learner is 94.78% which means 9 out of 10 students are students of need. The Districtwide expenditures in the LCAP are made available for a variety of purposes. The services in the LCAP are principally directed towards and are proving effective in meeting the District's goals for its unduplicated students. Students who do not fall into the unduplicated category may not need these services but sometimes avail themselves of these services. Research indicates that by increasing personnel, utilizing technology, providing opportunities for staff learning, and maintaining school facilities, these are the most effective use of school funds to meet students' academic and social needs because it will increase student academic performances in all academic courses, enhance the staff's knowledge to support classroom instruction, and provide a safe and welcoming learning environment for students, parents, and staff.

Therefore, the Winton School District is allocating funds for the following actions/services:

## Increasing Academic Achievement

Administrators on Special Assignment  
Replacement of Servers

## Improving the school climate for students, parents, and staff

Career Day  
CAPET Transportation

These services are principally directed towards those who need it. This is the most effective use of funds because the actions and services identified will qualitatively support students' academic and social needs of Winton Students.

However, to target these three groups, WSD's estimated supplemental and concentration grant funds are \$5,733,801 with a proportionality percentages of 94.78% by which the services for unduplicated students must be increased or improved. These improved actions/services include:

Replacement of servers to better meet the needs of the computer files, exchange servers, and web access

Providing Career Day Activities for the students to be career ready

Providing CAPET Transportation for high school students to provide physical education activities for the three K-5 schools

The actions/services listed above qualitatively demonstrate the increased or improved services.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$ 4,874,847

Percentage to Increase or Improve Services:

34.43 %

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).

The Winton School District's LCFF Supplemental and Concentration grant funding in the LCP year is \$4,874,847. Winton School District's 2017-18 unduplicated count of pupils who are low income, foster youth, and English Learner is 93.54% which means 9 out of 10 students are students of need. The Districtwide expenditures in the LCAP are made available for a variety of purposes. The services in the LCAP are principally directed towards and are proving effective in meeting the District's goals for its unduplicated students. Students who do not fall into the unduplicated category may not need these services but sometimes avail themselves of these services. Research indicates that by increasing personnel, utilizing

technology, providing opportunities for staff learning, and maintaining school facilities, these are the most effective use of school funds to meet students' academic and social needs because it will increase student academic performances in all academic courses, enhance the staff's knowledge to support classroom instruction, and provide a safe and welcoming learning environment for students, parents, and staff.

Therefore, the Winton School District is allocating funds for the following actions/services:

Increasing Academic Achievement

Promethean Board Updates

Universal Design for Learning Professional Development

High Quality Professional Staff

Movie Theater Advertisement

Teacher Induction Program participation for new teachers

Improving the school climate for students, parents, and staff

Visual Arts and Performing Arts

Band Equipment/Uniforms

Parking Lot at Winfield Elementary School

Tuff Sheds

Saturday Classes for attendance make-ups

Wrought Iron Fence

Upgrade to the school gates

Crossing Guard

District Music/Choral Teacher

Two-Way Radios

Drinking Fountains

Community involvement in Love Winton

Parent Education Classes

County-wide Truancy Officer

These services are principally directed towards those who need it. This is the most effective use of funds because the actions and services identified will qualitatively support students' academic and social needs of Winton Students.

However, to target these three groups, WSD's estimated supplemental and concentration grant funds are \$4,874,847 with a proportionality percentages of 34.43% by which the services for unduplicated students must be increased or improved. These improved actions/services include:

Teachers on Special Assignment increasing services for English Learners to be proficient by attending ELPAC trainings/academy

School counselor increasing services for Foster Youth

Implementing Saturday Class Districtwide to target truant students in improving school attendance  
Increase/enhance the student experience with visual and performing arts

The actions/services listed above qualitatively demonstrate the increased or improved services.

# 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](mailto: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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

### **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

## Expected Annual Measurable Outcomes

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

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

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

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



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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?