

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

Alpaugh Unified

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Alpaugh Unified is a small Pre-school -12 rural school district in southern Tulare County. The entire community is found on the original footprint of Atwell Island and was once located in the center of the Tulare Lake. Alpaugh's profile must be considered within the context of the larger community of Tulare County and the San Joaquin Valley. It is the most productive agricultural county in the world's greatest agricultural region. This region has some of the highest poverty rates in the state. The unemployment rate for January 2018 was 12.4 percent and is on the rise.

Alpaugh's enrollment reflects the demographic picture of the county and surrounding area. There are currently 330 students enrolled TK-12 and 28 students enrolled in a pre-school. One hundred percent of Alpaugh's students receive free lunch. English learners represent 55%, Special Needs students represent 5%, and Migrant students denote 8 % of the overall student population. The largest subgroup of students is Hispanic at 88%; the second is White, Non-Hispanic at 12%

The district serves its students with a total of 22 full-time teachers Pre-school – 12th grade. Instructional aides support teachers in pre-school, transitional kindergarten - 3rd grade, and two reading intervention aides. Students with special needs are provided with a full-time Special Education teacher employed by the Tulare County Office of Education. The schools are led by the school site principal. It is this team that works every day to provide the best educational opportunities for each student.

The LCAP offers a vision to the community that the district will deliver a quality education, providing the

basis for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

LCAP Highlights

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

Some of the major key highlights include providing quality professional development to support guided reading in grades TK-5th and in grades 6-12th the development of curriculum maps, pacing guides, and utilizing the CAASPP interim math assessment as benchmark data. And, the implementation of collaborative teams to continue working on lesson development, collaboration class which helps us to reduce the digital divide and to help close the achievement gap. Our state pre-school continues to be a vital program to improve kindergarten readiness and the AVID Program continues to develop and is preparing students for their post-secondary success around CCSS, and ongoing professional development that support our efforts to implement standards aligned curriculum. Additional ELD training during the year will be vital to making a strong effort to meet the needs of English Learners in grades 6-12th. Students will have access to one-to-one technology in every classroom.

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

The district is proud of the progress English Learners have made. This is a reflection of improved preparation during the early childhood education stages. The results are a consistent reduction in the numbers of EL students as they become re-designated at an earlier age. Dashboard data illustrates a slight English Learner progress at the district level and a significant English Learner progress at the 7th-12th grade level. The district continues to provide the support services for English Learners to improve their language acquisition and academic achievement. Support services such as intervention aides, standards aligned curriculum, reading intervention, implementation of Guided Reading (TK-5th), have contributed to their progress. In addition, professional development provided to teachers to utilize designated ELD curriculum (6-12), strategies and lessons within ELA instruction will assist in maintaining and building on this progress.

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

Mathematics and English language arts are areas of performance in the Red category on the Dashboard and continues to be an area of difficulty for the students. The district is offering ongoing training to staff that stresses the area of mathematics and English language arts. This will include specific training with outside consultants from the local county office in grades 6-12 and Tk-5 during the summer of 2018. Teachers will continue to work and develop their curriculum maps, pacing guides, benchmark assessments using the support from county office consultants, and work within their collaboration team to improve math performance.

The district has closely monitored the suspension rate for accuracy and correct reporting that matches the state information system. Currently the dashboard has identified this reporting area as "Red." The district has implemented a more proactive approach to discipline which will assist all adults in better developing meaningful relationships with our students. Fewer actions leading to suspension is our goal and an expected outcome of this school-wide activity.

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

There were no significant performance gaps.

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

The district will continue to stress earlier access to the community so that students are better equipped to enter school well-prepared and ready. A few significant ways to increased and improved services to low-income students and English learners include providing quality professional development to support guided reading in TK-5th grade. Implement collaborative teams to continue working on lesson development, collaboration around CCSS, and ongoing professional development that support our efforts to improve instruction and align standards to the curriculum and assessments. Add ELD training during the year to meet the needs of English Learners. Access to one-to-one technology in every class to reduce the digital divide and to help close the achievement gap. Support the state pre-school so it continues to be a vital program to improve kindergarten readiness and the AVID Program continues to develop, and is preparing students for their post-secondary success. This will include exposing students to other career options including college or university, trade schools, military, and a wide range of other career possibilities. The district purchased a program permitting students to take an inventory of their skills and interests that will help determine their area of strength "Career Cruising". There is also a need to continue exposing students to the English language at the earliest point possible. One way this can be accomplished is through the implementation of an efficient Early Childhood Education program.

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

\$4,151,547

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$979,948

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.

The district will continue to support the students by providing ongoing access to technology, healthy food, a clean and healthy sports program, secure transportation, a strong administration, and a viable and fully functional classified instructional staff and maintenance department.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$3,510,067

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

Increase student achievement of all students and sub-groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. 68% of participating students will enter Kindergarten prepared as indicated by the DRDP.

Actual

1. DRDP data indicates there was an overall improvement of 1% in student skills. Particularly in English Language Development.

Expected

2. 60% of students will have scaled scores meeting or exceeding standards in ELA.

3. Attendance Rate will Increase by a minimum of .02% to at least 94.72%

4. Middle School Dropout will be maintained at 0%.

5. High School Dropout- No data is related in state reports due to small school volatility.

6. Chronic Absenteeism will be reduced to 4%.

7. Suspension Rate will be 0.90%.

8. Expulsion Rate will return to 0%.

Actual

2. Based on CAASPP data during the 2016-17 school year, the district did not meet the overall goal for ELA. Per CAASPP reporting results, actual for 2017 was 17.51%.

3. The actual attendance rate was 94.74%

4. There were no drop outs in the middle school. 0%

5. No data is related in state reports due to small school volatility.

6. Data show Chronic Absenteeism Rate at 5% There were 16.8 of 336 students chronically absent.

7. According to the Dashboard state data, there was an increase in suspension by 1.9% from 12.6% to 14.4%

8. There were no expulsions.

Expected

9. All Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plan, classroom observations, and instructional rounds.

10. Reclassification Rate will increase by 2%.

11. A minimum of 60% of English Learners will show one year's progress for English Learners as measured by the CELDT.

12. 100% of students will have Board adopted standards aligned materials.

13. The district will provide Parent training classes to improve parenting skill, and to improve the current district parent information system by installing an improved website. Baseline to be determined.

Actual

9. All teachers continue to implement state standards including integrated and designated ELD as evidenced by lesson plans, master schedule, and classroom observations. We no longer participate in instructional rounds.

10. We had 15 of 186 EL students eligible for reclassification this year.

11. According to the Dashboard state data there was an increase of 3.2% of English Learners making one year's progress as measured by ELPAC.

12. As indicated by the Williams report, 100% of students have Board adopted standards aligned materials.

13. A website was established this year and the auto caller component to Schoolwise student data system was purchased. The average number of families reached daily by auto caller is 12%. The district did not provide Parent training classes to improve parenting skill.

Actions/Services

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

Action 1

Planned Actions/Services

District will augment the pre-school development by providing a 100% FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.

Actual Actions/Services

100% FTE certificated teacher was placed to teach the TK program.

Budgeted Expenditures

\$96,000 - LCFF S/C for Certificated TK Teacher

Estimated Actual Expenditures

\$78,000 - LCFF S/C for Certificated TK Teacher

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

To enhance student academic performance in the content areas of reading/comprehension and math through after school tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation.

We did not offer afterschool tutorial programs for students with the most need. Instead, district engaged in contract services with TCOE Instructional consultants in the implementation of Guided Reading in grades Tk-5 and instructional coaching in math grades 6-12. We purchased Guided reading books to support implementation. Students continue to utilize Lexia and Accelerated Reader as supplemental reading programs. TCOE consultants were utilized instead of certificated teachers resulting in higher cost.

\$15,000 - LCFF S/C for Certificated Teachers, Instructional Materials

LCFF S/C for
 \$9,768 book shelf
 \$19,500 TCOE consultants
 \$8,700 Lexia
 \$6,255 Accelerated Reader

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.

Training and implemented a strategic reading intervention lab that provides one on one time and small group intervention. The district employed paraprofessional support in grades TK-3 assist classroom teachers.

\$60,000 - LCFF S/C for Classified Instructional Staff
\$57,000 - LCFF S/C for Certificated Staff

LCFF S/C
\$40,000 for Classified Instructional Staff
\$1,050 Guided Reading summer training

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking.

These classes will focus on improved student performance as measured by Lexia.

Credit recovery will be offered at the high school level.

Summer school was provided for students in grades first – sixth grade focused on identification of weaknesses of reading, comprehension, and critical thinking. The summer program was less than successful because of low attendance, lack of baseline data, progress monitoring, and growth data.

Credit recovery was offered at the high school. Five of fifteen students completed the three week program.

\$35,000 - LCFF S/C for Certificated Teachers

\$35,000 - LCFF S/C for Certificated Teachers

Action 5

Planned Actions/Services

The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.

Actual Actions/Services

SARB services to promote student attendance is successful as indicated by the attendance and reduced truancy rates.

Budgeted Expenditures

\$5,000 - LCFF S/C for Consultant Services

Estimated Actual Expenditures

\$2,000 - LCFF S/C for Consultant Services

Action 6

Planned Actions/Services

The district will provide Parent training classes to improve parenting skills, and to improve the current district parent information system by installing an improved website.

Actual Actions/Services

To improve Parent communication, the district purchased the automated parent caller component to Schoolwise, developed a website, and created links to social media groups. Standardizing the way progress reports and report cards are shared with parents TK-12 has also improved parent communication. There are no parent training classes being offered at this time.

Budgeted Expenditures

\$11,492 - LCFF S/C for Contracted Services (Website)
 \$10,000 - LCFF S/C for Travel & Conference

Estimated Actual Expenditures

\$2,244 - LCFF S/C for Contracted Services
 - \$2,150 Website, (\$950 annually)
 - \$945 Schoolwise auto caller,

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide at-risk students with additional support to decrease retention of students, increase promotion, and eventual graduation utilizing online programs and after school programs as well as continuation classes.

Cyber high is used to provide at-risk students with additional support toward meeting promotion and graduation requirements. Cyber high is an online program that is used before, during, and after school as well as in the continuation school. At the elementary level the implementation of Guided Reading is expected to reduce the retention rate.

\$50,000 - LCFF S/C for Certificated Staff

\$50,000 - LCFF S/C for Certificated Staff
\$8,500 - LCFF S/C for Contracted Services (Cyber high)

Analysis

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

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

Overall the district implemented the action/services as best possible to achieve the planned Goal of increasing achievement of all students and all student groups. Expenditures varied and the plan was significantly revised to better meet the needs of the students. All services are verified through SACS expenditures and student progress on the Dashboard. We are moving in the right direction, yet there is still a great deal of work ahead of us.

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

The overall effectiveness of the actions/services to achieve an increase in the ELA Goal was lacking structure and knowledge of state expectations. State testing results show that we have serious deficiency in ELA. This faculty is currently under Differentiated Assistance. Currently, the faculty and administrative team are working on an improvement plan for the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are a school in Differentiated Assistance (DA) and supported by TCOE. Through the support of DA, the focus this year has been entirely on improving instruction resulting in the differences between budgeted expenditures and estimated actual expenditures.

\$18,000 savings for the Tk-teacher

\$29,223 over budget for programs and consultants

\$75,950 savings in the area of staffing

\$9,342 savings for the website

\$10,000 savings in travel

\$8,500 over budget for Cyber high

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district engaged in contract services with TCOE Instructional consultants implementing Guided Reading in grades Tk-5 and instructional coaching in math grades 6-12. Guided reading books were purchased to support the implementation. HMM consultant supported 7-12 English teachers throughout the year on the new state adopted ELA/ELD curriculum. A change in the goal and metrics used has taken place for next year which will utilize more of our CAASSP data to help measure student achievement. Goal 2 (2017-18) was eliminated and the actions/services were rearranged for a more coherent plan.

New Actions added to the 2018/19 LCAP include:

- 1.2- Additional academic software and licenses including Illuminate, a data tracking system.
- 1.6- The employment of a part-time technology technician
- 1.7- Modern technology for classrooms
- 1.8- Training for technology technician and teachers.

Goal 2

Every student will have access to 21st Century Technology and skills

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. Bandwidth and maintenance of system will be increased to 1 gbps.

2. Ratio of computers per student will be maintained at 1:1.

Actual

Bandwidth has been increased to 1gbps and servers are running at 100%. Continue to sustain the maintenance of the system.

AUSD has successfully sustained the 1:1 ratio of Chrome book computers per student. Adding 23 Hewlett Packard touch screen laptops for high school seniors.

Expected

3. 100% of instructional staff will attend an introductory level training in technology.

Actual

86% of certificated staff attended one or more technology training in the areas of:

- Math & ELA employing TCOE consultants in unit planning.
- ELA -HMH training
- Google & Microsoft training provided by AUSD staff
- TCOE Technology Workshops are available to staff

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promotes professional development aimed at promoting student progress.

Google Drive Training; Eclipse Training; Unit Planning; Technology Training/acquisition, Mathematics training.

Training was provided throughout the year in the areas of: Designated ELD, Houghton Mifflin Hardcourt ELA (Collections), Wonders(Webinars), CPM workshops, and TCOE consultants in math and guided reading. Lexia, Accelerated Reader, Schoolwise, etc. were purchased as supplement material. For curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks.

\$5,000 - LCFF S/C for Consultant Services
 \$25,000 - LCFF S/C for Instructional materials

\$10,600 - LCFF S/C for Consultant Services (HMH Collections)
 \$25,000 - LCFF S/C for Instructional materials
 \$2,675 Eclipse Training – Career Cruising license

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will continue to add infrastructure to support the 100 mbps system or increase to 1 gbps access. This will include switches, access points, routers, other equipment, technician costs, and relevant services.

The district increased Bandwidth by 1gbps and the infrastructure to support the increase, e.g., switches, access points, routers, other equipment, technician costs, and relevant services. Continued maintenance of the system. Action 2 may be revised since action/service has been met.

\$75,000 - LCFF S/C for Operating Expenditure

\$10,000 - LCFF S/C for Operating Expenditure
 \$23,000 - LCFF S/C for technician costs

Action 3

Planned Actions/Services

Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use and replace the computers in the library lab.

Actual Actions/Services

The district is currently operating at a one-to-one ratio, every student has their own chrome book or laptop. All teachers have a laptop assigned to them. Acquired 50 additional chrome books for student use and/or replacement. Purchased 23 touch screen laptops for seniors. Action 3 may be revised since action/service has been met.

Budgeted Expenditures

\$52,971 - LCFF S/C of Non-Capitalized Equipment

Estimated Actual Expenditures

\$38,642 - LCFF S/C of Non-Capitalized Equipment
 - \$24,108 Student Laptops
 - \$14,534 Chromebooks and charging carts
 \$585 - LCFF S/C of 58000: Professional/Consulting Services (Hosting fee Microsoft 365 Software purchases and licenses)

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

Analysis

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

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

Technology has helped our students become more familiar with using Chromebooks which will help while they take their CAASPP test. Implementation of the math and ELA/ELD curriculum has gone very well. The professional development sessions offered by the publisher (Collections, English 3-D, CPM) assisted with the implementation. On-going work throughout the year with collaboration days and coaching has been a huge help with establishing curriculum maps, pacing guides and benchmark assessments in math.

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

In reviewing each of the annual measurable objectives, the actions/services utilized this past year were very effective as a larger majority of these objectives will potentially increase. We will have to wait until we take and receive our CAASSP data for 2018 to see how well our action/services within Math and ELA/ELD have been effective. However, our observations and the work that teachers have been doing have demonstrated a much better focus on standards aligned instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Though the district overspent in Action 1 (\$8,275) on staff training and consulting, the district saw significant savings in Action 2 (\$42,000) for the network infrastructure improvement and Action 3 (\$13,744) for additional devices. The actions/services were completed with lower costs 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.

The goal will be eliminated next year and the actions/services and metrics will be integrated through out the remaining goals. The network infrastructure action/service will be discontinued and not included in the 2018/19 LCAP.

The new Goal 2 will incorporate three new actions/services:

2.5 for a music teacher and supplies for the music program

2.7 for college trips and assemblies

2.8 for ongoing support for ELD.

Goal 3

Every student will graduate with a broad course of common core study thus preparing them for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. AVID program- Future expansion to be determined.

2. Library will maintain 7 hours per day.

Actual

1. AVID was successfully implemented in grades 9, 10, 11.

2. The original plan was to maintain 7 hours per day library time, however, we fell short of this goal:

- library reduced its hours to 4
- converted media center to an intervention room.
- library assistant serves as half time library assistant & half time office secretary.

Expected

3. The district will increase the non-fiction library collection by 5%.

4. Credit recovery classes in regularly scheduled and after school classes will serve at least 10 students daily

5. Science and Stem, and math material to support the HGSS- Replace material consumed by the science and math programs. 5% annual growth (CAASPP).

6. 13 high school students will participate in a high school music program.

7. Include a career pathway component with some support from LCAP.

8. The CSU/UC attendance rate will be maintained at 47% as evidenced by Pell Grants.

Actual

3. The district met this expected outcome by increasing the non-fiction library collection by 5%.

4. The goal was to serve at least 10 students daily using Cyber high. After analyzing the usage over the past year, we are thrilled that student's exam pass rate has been an outstanding 91%; and for the school size, there has been great use with a daily average of 17%/13 students using Cyber high.

5. All students receive science instruction based on state standards and approved text adoptions.

6. Currently 12 high school and 6 junior high students participate in a guitar elective class. One section (9 students) of Music Appreciation is offered in high school.

7. Implementation of a career pathway component in high school was intended to expand this year. However, due to the reduction of staff and budget this didn't happen.

8. Based on data from the PELL grants, Alpaugh students maintain a 47% attendance rate in CSU/UC..

Expected

9. Graduation Rate- No valid statistical data available due to small sample size.

10. Early Assessment Program (EAP) participation rate will be maintained at 100%.

11. EAP met standard or exceeded standard rate: 20% for Math, 50% for ELA.

12. Establish a baseline for the number of students eligible to take an AP exam and score a three or higher.

13. Establish a baseline for perception of safety and school connectedness through surveys.

Actual

9. Per 2017 Fall Dashboard, the graduation rate is 73.3%

10. Alpaugh juniors continue to participate at 100% in the Early Assessment Program (EAP).

11. Early Assessment Program (EAP) met standard or exceeded standard rate.
Math: 11%
English: 40%

12. Spring 2017 was the first time Alpaugh students participated in AP exams in English and Statistics. 11 students took AP English exam 7 students took AP Statistics exam. No students scored higher than a 2.

13. Through student surveys and conferences with students, 87% of students believe that the adults in school care about their learning as well as them individually. Safety is an ongoing process. The school is researching strategies and creating guidelines and matrices for providing a safe and bully free environment in which to develop students who are academically, emotionally, and behaviorally connected.

Expected

14. Establish a baseline for 1:1 assistance for special needs students to increase academic performance.

Actual

14. The district purchased a 1:1 Aide for a special needs student to increase academic performance. This will be an ongoing expenditure.

Actions/Services

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

Action 1

Planned Actions/Services

The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.

The district will continue to expand the AP and A-G classes through the development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.

The district will provide additional services from a psychologist

Actual Actions/Services

AVID is successfully implemented in grades 9, 10, 11. Next year AVID will expand into grade 12. Alpaugh students in AVID are on track to complete college eligibility requirements and apply to college. This action aligns with the high school WASC goals.

Spring 2017 was the first time Alpaugh student participated in AP exams in English and Statistics. This being the implementation year, there were no students who scored above a

Budgeted Expenditures

\$40,000 - LCFF S/C for Instructional Materials and Supplies
 \$10,000 - LCFF S/C for Avid Leadership
 \$114,502 - LCFF S/C for Certificated Staff

Estimated Actual Expenditures

\$ 30,000 Behavioral services
 \$ 1,417 Advanced Placement Institute
 \$ 500 WASC mid-term review
 \$ 1,966 AVID Conference, including travel
 \$ 3,799 AVID Annual Contract
 \$ 2,061 materials

Planned Actions/Services

through the Tulare County Office of Education.

Actual Actions/Services

2 on either exam. 11 students took the AP English exam and 7 students took the AP Statistics exam. This action aligns with the high school WASC goals.

Based on data from the PELL grants, Alpaugh students maintain a 47% attendance rate in CSU/UC. Early Assessment Program (EAP) met standard or exceeded standard rate.

Math: 11%
English: 40%

Added Behavioral services through TCOE
No additional services were added for TCOE psychologist.

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Increase library selection by 500 books or periodicals and provide students with library services through the Library Tech.

Actual Actions/Services

The original plan was to maintain 7 hours per day library time. However, budget restrictions and building space resulted in the

Budgeted Expenditures

\$20,575 - LCFF S/C for Books and Supplies
\$40,000 - LCFF S/C for Classified Staff

Estimated Actual Expenditures

\$900 - LCFF S/C for Books and Supplies

Planned Actions/Services

High School class novels to enhance student learning.

Establish a guitar and music appreciation class to enhance college and career preparation.

Actual Actions/Services

library reducing its hours to 4 and converting the media center into an intervention room. The library assistant serves as half time library assistant and half-time office secretary.

The district increased the non-fiction collection.
No high school novels were purchased this year.

Currently 12 high school and 6 junior high students participate in a guitar elective. Purchased additional guitar books

Implementation of a career pathway component in high school was intended to expand this year. However, due to the reduction in staff and budget this did not happen.

Budgeted Expenditures

\$30,000 - LCFF S/C for Certificated Staff

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.

The goal was to serve at least 10 students daily. After analyzing the usage over the past year, we are thrilled that Alpaugh student's summative exam pass rate has been an outstanding 91%, and for the school size there has been great use.

\$48,000 - LCFF S/C for Certificated Teacher Salary

\$ 51,000- LCFF S/C for Certificated Teacher Salary

Action 4

Planned Actions/Services

The district will invest in more hands-on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for mastery of the content area, including STEM.

Actual Actions/Services

All students receive science instruction based on state standards and approved text adoptions. The goal was to increase by 5% growth in grades 5, 8 and 10 based on the results of state testing (CAASPP).

Budgeted Expenditures

\$10,000 - LCFF S/C for Instructional Materials and Supplies

Estimated Actual Expenditures

\$4,300 - LCFF S/C for Instructional Materials and Supplies

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

Analysis

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

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

Goal 3 actions and services were mostly implemented during the 2017-18 school year with a few exceptions. 1) library hours were decreased 2) no high school novels purchased 3) no additional psychologist services 4) implementation of the career pathway component in high school did not happen due to the decrease in enrollment and staff.

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

There was a slight growth in English learner performance in grades 7th-12th and district-wide demonstrate progress towards greater proficiency for some students. Furthermore, the AVID program continues to grow and is having a positive impact on the instructional outcomes of some students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between budgeted and estimated expenditures.

\$10,000 savings in classified staff
 \$133,501 savings in certificated staff
 \$63,314 savings in materials and supply
 \$6,117 savings in travel

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 the year progressed there were areas of expected outcomes, actions, services and budget that required updating. Actions/Services and metrics

were rearranged throughout the plan for a more cohesive LCAP. 1 action/service was moved to goal 2 and 2 metrics were moved to Goal 1.

The 2018/19 LCAP will incorporate 5 new actions:

- 3.2 for family education events
- 3.3 for student attendance incentives
- 3.5 for TCOE extra curricular activities
- 3.6 for additional health services
- 3.7 for Time to Teach

Goal 4

Increase instructional staff retention and quality to ensure access to a complete education.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected

1. Reduce Attrition Rate to 14%.

2. 100% of Teachers will have access to extension training to increase their skills and increase their units.

Actual

1. Alpaugh is losing two teachers this year to retirement and one is being reduced as a result of declining enrollment in high school.

2. Elementary teachers participated in Guided Reading training and grades 6-12 engaged in math training to increase their skills. All teachers participated in Differentiated Assistance. 7-12 teachers received training using adopted core materials - HMH Collections.

Expected

3. School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT with an Exemplary rating.

4. 100% of teachers will have the opportunity to develop shared leadership skills though accomplishing specific district and site goals.

5. 100% fully credentialed and appropriately assigned teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.

Actual

3. Alpaugh received an exemplary rating on the Williams visit. Students have textbooks and instructional materials and our schools are clean, safe, and functional.

4. There was a leadership team developed for the purpose of accomplishing specific district and site goals.

5. Of 21 teachers, 6 were not fully credentialed in 17/18. The 15 teachers were fully credentialed and appropriately assigned.

Actions/Services

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

Action 1

Planned Actions/Services

The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promote professional development aimed at promoting

Actual Actions/Services

Elementary teachers participated in Guided Reading training and grades 6-12 engaged in math training to increase their skills. All teachers participated in Differentiated

Budgeted Expenditures

\$7,500 - LCFF S/C for Travel and Conference
 \$7,500 - LCFF S/C for Professional Consulting Services

Estimated Actual Expenditures

LCFF S/C
 \$ 3,000 Flippen guest speaker
 \$572 Flippen Group books
 \$8,000 Small Schools Conference

Planned Actions/Services

student progress.

Actual Actions/Services

Assistance. Teachers teaching English in grades 7-12 completed side-by-side coaching by a HMH consultant using the adopted material - Collections. In grades 6-12 teachers attended 6 days of CPM training. Jr. Sr. high school ELD teacher received 3 days of side-by side training using the adopted material – English 3-D. Elementary teachers attended 2 days training via Webinar using components of adopted material – Wonders. AVID teacher attended summer institute. Motivational introduction to the start of the school year – Flippen Group, Certificated staff attended the Small Schools conference

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction, and the development of Leadership Capacity Building, through the provision of shared school leadership; cultivation.

The overall culture of the school is improving, this is a result of improved instruction, and the development of the Leadership team, creating transparency, building capacity, shared school leadership and cultivating trust and relationships.

\$30,000 - LCFF S/C for Certificated Teaching Salaries
 \$7,500 - LCFF S/C for Travel and Conference Services

\$15,000 - LCFF S/C for Certificated Teaching Salaries
 \$1,050 - LCFF S/C for Travel and Conference Services

Action 3

Planned Actions/Services

The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control. The school will pass with a fair on the FIT.

Actual Actions/Services

According to the Williams Settlement Act, Alpaugh received an exemplary rating. Students have textbooks and instructional materials and our schools are clean, safe, and functional. Additional time for our district health care professional.

Budgeted Expenditures

\$3,000 - LCFF S/C for Materials and Supplies

Estimated Actual Expenditures

\$35,816 - LCFF S/C for Contracted Services (Nursing Contract)

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

Analysis

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

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

Goal 4 actions and services were implemented as noted above during the 2017-18 school year with a very few exceptions.

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

The overall culture of the school is improving, this is a result of improved instruction, and the development of the Leadership team, creating transparency, building capacity, shared school leadership and cultivating trust and relationships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little to no material differences between budgeted and estimated expenditures in Goal 4.

\$1,550 overage travel & conference

\$12,000 savings Consultant fees

\$2,428 savings material & supplies

\$15,000 savings certificated staff

\$35,816 overage for Nursing Contract

\$7,938 total overage in this goal

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.

Material changes were made to the actions and services for this goal. By 2020, the district is committed to continue to improve the school climate and

culture by making schoolwide and program improvements. The budget was revised to balance the estimated expenditures and what was actually spent.

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?

Alpaugh Unified School District held meetings with all stakeholders to share data and progress and to determine the needs of our students. Staff was updated regarding the progress of goals during staff meetings, and with both CTA/ATA and CSEA representatives. Parents were asked to participate in a survey and during a School Site Council/ELAC meeting.

1. The District met with the School Site Council & English Language Advisory Committee (ELAC) to reviewed the LCAP, and to solicit additional information for modifications. In a small district, the ELAC/DELAC is governed by the same committee. (May 8, 2018)
2. The District provided a student survey in May 2018 to solicit input on the current direction.
3. The District met with certificated and classified staff to review the LCAP and to solicit information regarding the LCAP. (May 16, 2018)
4. The Board of Trustees received ongoing information, and was provided multiple opportunities for input. (May 10, 2018) (June 14, 2018) (June 21, 2018)
5. The administration solicited information from parents via on-line survey. (April 25, 2018)
6. During Differentiated Assistance Process stakeholders participated in identified areas of need via a self assessment and a survey. (January 22, February 26 & 28, and March 7, 2018)

7. The District presented the LCAP goals to the Alpaugh Irrigation District during their Board meeting on May 14, 2018 soliciting input from community members.

8. The District presented the LCAP goals to the Alpaugh Water District during their Board meeting on May 9, 2018 soliciting input from community members.

9. The District presented the LCAP goals to the Alpaugh Historical Society during their Board meeting on May 16, 2018 soliciting input from community members.

The District shared information with stakeholders throughout the year as noted above in open session. In addition, the LCAP was reviewed and progress was shared with Board members on May 10, 2018. Data and progress was shared with all stakeholders throughout the year. Goals were adjusted to meet student needs.

Impact on LCAP and Annual Update

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

The stakeholders are most interested in continuing the current technological progress by purchasing more student computers and maintain district infrastructure. Community members are interested in supporting teachers through more training and provide more money for teacher supplies. The parents and staff are interested in the formation of a music program in grades 4-6 and continue guitar in high school. There is a considerable interest in promoting teacher improvement through training and professional development. An additional focus on math, ELA, and guided reading, as indicated by test scores and teachers. Focus on the development of curriculum maps, pacing guides, and local benchmarks was indicated by the Differentiated Assistance process. The staff and parents would like to increase the influence of AVID and college readiness. Continue supporting the library by addition of more books. Expand college and career readiness and encourage students to attend college. Expand college prep classes and A-G classes for improved academic performance. Provide more pathway classes that promote career opportunities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

Goal 1: Alpaugh students will engage in a broad course of study in grades Pre-school -12 that provides multiple opportunities for student success, course access for all students and all subgroups, and meet SBE adopted standards and expectations.

Category A: Conditions of Learning (Basic, State Standards, Course Access)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 8

Local Priorities:

Identified Need:

Maintain a progressive pre-school, implement state standards included ELD standards, support Foster Youth, and high school students who need additional support to facilitate learning. English Learner reclassification rate is 4.7% while the state average is 11%.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Students will enter Kindergarten prepared as indicated by the DRDP.

52% of participating students entered Kindergarten prepared

68% of participating students will enter Kindergarten prepared

70% of participating students will enter Kindergarten prepared

72% of participating students will enter Kindergarten prepared

Teachers will continue to implement state standards including Integrated and Designated ELD as evidenced by lesson plans, classroom observations, and instructional walk throughs.

All teachers

All teachers will continue to implement state standards including Integrated and Designated ELD

All teachers will continue to implement state standards including Integrated and Designated ELD

All teachers will continue to implement state standards including Integrated and Designated ELD

Reclassification Rate

13 students reclassified in 2016-2017

Reclassification Rate will Increase by 2% (Actual: 15/186 EL students eligible for reclassification)

EL Students eligible for reclassification will Increase by 4 students

EL Students eligible for reclassification will Increase by 4 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
One year's progress for English Learners as measured by the CELDT	65%	A minimum of 60% of English Learners will show one year's progress as measured by CELDT.	A minimum of 68% of English Learners will show one year's progress as measured by assessment.	A minimum of 70% of English Learners will show one year's progress as measured by assessment.
Board adopted standards aligned materials.	100% of students have materials	100% of students will have Board adopted standards aligned materials.	100% of students will have Board adopted standards aligned materials.	100% of students will have Board adopted standards aligned materials.
Ratio of computers per student	1:1	Maintain 1:1	Maintain 1:1	Maintain 1:1
Introductory and advanced level training in technology	100% of faculty	100% of faculty	100% of faculty	100% of faculty

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review.	Of 22 teachers, 2 were not fully credentialed in 16/17. The balance was fully credentialed and appropriately assigned	100% fully credentialed and appropriately assigned teachers.	100% fully credentialed and appropriately assigned teachers.	100% fully credentialed and appropriately assigned teachers.
Teachers will have access to extension training to increase their skills and increase their units.	100% will participate in approved activities for professional growth.	100% will participate in approved activities for professional growth.	100% will participate in approved activities for professional growth.	100% will participate in approved activities for professional growth.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, TK

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

District will augment the pre-school development by providing a 100% FTE certificated teacher to teach the TK program, thus enhancing second language skills and common core mastery.

District will augment the pre-school development by providing a 100% FTE certificated teacher to teach the TK-Kinder program, thus enhancing second language skills and common core mastery.

District will augment the pre-school development by providing a 100% FTE certificated teacher to teach the TK-Kinder program, thus enhancing second language skills and common core mastery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$96,000	\$90,000 (AT)	\$90,000 (AT)
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Certificated Staff (11000)	11000 Certificated Staff	11000 Certificated Staff

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Software, Apps, support, and license agreements:
 A. ALL core curricular areas,
 B. Elective courses,
 C. Lexia, Renaissance Place, Career Cruising, Etc.
 D. Purchase Illuminate
 E. Infrastructure supporting 1 gbps maintenance
 F. Nova Storm support, as needed

Software, Apps, support, and license agreements:
 A. ALL core curricular areas,
 B. Elective courses,
 C. Lexia, Renaissance Place, Career Cruising, Illuminate, etc.
 D. Infrastructure supporting 1 gbps maintenance
 E. Nova Storm support, as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$30,000 Materials & Supplies \$10,000 Illuminate \$10,000 Nova	\$33,000 \$11,000
Source	N/A	LCFF S/C	LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	43000 Material & Supplies 58000 Professional/Consultant	43000 Material & Supplies 58000 Professional/Consultant

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide one on one time with students who need reinforcement in their language skills and to provide support and to assist effective teaching in the classroom.

Strengthen reading, writing, language acquisition skills, and math skills by providing support to assist in effective teaching in the classroom.

- A. Training for all teachers and instructional assistants to improve instruction for English Learners (K-12).
- B. ELD interventionist to 'push in' grades 1-5.

- C. Instructional assistants in grades Tk-3 and reading interventionists
- D. Classroom supplies and materials for effective instruction (\$250 p/teacher)

Strengthen reading, writing, language acquisition skills, and math skills by providing support to assist in effective teaching in the classroom.

- A. Training for all teachers and instructional assistants to improve instruction for English Learners (K-12).
- B. ELD interventionist to 'push in' grades 1-5.

- C. Instructional assistants in grades Tk-3 and reading interventionists
- D. Classroom supplies and materials for effective instruction (\$250 p/teacher)
- E. Supplemental instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$57,000 b. \$60,000 	<ul style="list-style-type: none"> \$60,000 classified staff \$12,000 leveled books \$15,000 materials & supplies \$10,000 training & travel \$ 5,000 supplemental instructional materials 	<ul style="list-style-type: none"> \$66,000 classified staff \$13,200 leveled books \$16,500 materials & supplies \$11,000 training & travel \$ 5,000 supplemental instructional materials
Source	LCFF S/C	LCFF S/C	LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	a. Certificated Staff b. Classified Instructional Staff	21000 classified Instructional 22000 classified support 43000 Materials & Supplies 52000 Travel/conferences 58000 Professional/Consultants	21000 classified Instructional 22000 classified support 43000 Materials & Supplies 52000 Travel/conferences 58000 Professional/Consultants

Action #4

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

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

OR

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

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

Actions/Services

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

Unchanged

2017-18 Actions/Services

The district will continue to promote the acquisition of training and skills through participation in activities and inservice that promotes professional development aimed at promoting student progress.

Google Drive Training; Eclipse Training; Unit Planning; Technology Training/acquisition, Mathematics training.
[Previously Goal 2/Action 1]

Modified

2018-19 Actions/Services

Training for teachers in ELA and Math. Use TCOE consultants for intensive training, coaching, and collaborative teamwork for data analysis.

- A. Implement benchmark assessments (minimum of 3-times per year). Create and use district Benchmark assessments in ELA (DRA, Writing, reading comprehension) and Math K-12. Utilize CAASPP IBA/ICA assessment in both ELA and Math grades 3-12 as informal assessments.
- B. For curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade span will meet three times per year for a full day in addition to early release collaboration.

Unchanged

2019-20 Actions/Services

Training for teachers in ELA and Math. Use TCOE consultants for intensive training, coaching, and collaborative teamwork for data analysis.

- A. Implement benchmark assessments (minimum of 3-times per year). Create and use district Benchmark assessments in ELA (DRA, Writing, reading comprehension) and Math K-12. Utilize CAASPP IBA/ICA assessment in both ELA and Math grades 3-12 as informal assessments.
- B. For curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade span will meet three times per year for a full day in addition to early release collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	a. \$5,000 b. \$25,000	\$25,000 ELA Consultants \$18,000 Math Consultant \$10,000 Conference/Travel \$8,000 Subs	\$25,000 ELA Consultants \$18,000 Math Consultant \$10,000 Conference/Travel \$8,000 Subs
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Consultant Services b. Instructional Materials	58000 Professional Consultant 52000 Travel and Conference 11000 certificated subs	58000 Professional Consultant 52000 Travel and Conference 11000 certificated subs

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

Teachers and students will have access to modern technology so they can develop the skills needed for today's education. The district will augment the diminishing number of projectors, elmos, and other periphery equipment needed to deliver instruction. Acquire 180 additional chrome books for student use, and replace the computers in the library lab.
[Previously Goal 2/Action 3]

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

Modified

2018-19 Actions/Services

Maintain and replace as needed "one-to-one" Chrome books in classrooms.

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

Unchanged

2019-20 Actions/Services

Maintain and replace as needed "one-to-one" Chrome books in classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,971	\$40,000	\$40,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	Non-capitalized Equipment	43000 Material & Supplies	43000 Material & Supplies

Action #6

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	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	New	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

Maintain part-time technology technician increase services to students and staff

Maintain part-time technology technician increase services to students and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$ 23,000 staffing	\$ 23,000 staffing
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	2100 Classified Staff	2100 Classified Staff

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

N/A

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

New

2018-19 Actions/Services

Maintain modern technology for classrooms, i.e., charging carts, doc cameras, projectors, etc.

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

Unchanged

2019-20 Actions/Services

Maintain modern technology for classrooms, i.e., charging carts, doc cameras, projectors, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$13,000 Material & Supplies	\$13,000 Material & Supplies
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	43000 Material & Supplies	43000 Material & Supplies

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Training for technology technician and teachers via TCOE workshops and other training opportunities.

Training for technology technician and teachers via TCOE workshops and other training opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,000 conference/travel	\$10,000 conference/travel
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	52000 Travel & Conferences	52000 Travel & Conferences

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

Modified

Goal 2

Goal 2: All students, including sub-groups, will achieve at a level that meets or exceeds the SBE standards and expectations and closes achievement gaps.

Category B: Pupil Outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Alpaugh Unified School District is a district of high poverty with an unduplicated population of 94.56%

Students need the requisite skills to prepare for a successful post-secondary transition.

Students in Alpaugh have struggled with English Language Arts and mathematics as demonstrated on state testing.

All students deserve an opportunity to have access to the core despite high poverty, EL status, and other mitigating factors. This goal will enhance student opportunity by providing additional services that increase college and career readiness such as AVID, art, music, credit recovery opportunity and other supportive services while learning in diversified learning environment. The need is to create areas of interest that engage and encourage student growth and graduation and decrease school dropout rates.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AVID program	9th and 10th Ninth Grade Only, with organization in 8th grade	Expansion of the AVID program to 11th grade	Expansion of the AVID program to 12th grade and introduction in grades 6th-8th.	Maintain the AVID program in grades 6-12.
Library Access	7 hours a day	Maintain library schedule 7 hours per day	Maintain library for student access	Maintain library for student access
Library content	The district will purchase 250 non-fiction books.	The district will increase the library's non-fiction collection by 5%.	The district will increase the library's collection by 5%.	The district will increase the library's collection by 5%.
Credit recovery classes in regularly scheduled and after school classes	10 students daily	Will serve at least 10 students daily in credit recovery classes	Will serve at least 10 students daily in credit recovery classes	Will serve at least 10 students daily in credit recovery classes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Science and Stem, and math material to support the HGSS

All students received Science and STEM instruction based on state standards and approved text adoptions. (CAASPP)

Replace material consumed by the science and math programs. 5% annual growth (CAASPP)

Replace material consumed by the science and math programs. The goal is to increase by 5% growth in grades 5, 8 and 10 based on the results of state testing (CAASPP).

Replace material consumed by the science and math programs. The goal is to increase by 5% growth in grades 5, 8 and 10 based on the results of state testing (CAASPP).

Music program

10 students participating in the program.

13 high school students will participate in high school music program.

15 high school students will participate in high school music program.

15 high school students will participate in high school music program.

Include a career pathway component with some support from LCAP.

High School Schedule will reflect this expansion, which is currently at 6 classes.

High School Schedule will reflect the expansion to include a career pathway component (Actual: not completed)

High School Schedule will reflect the expansion to include a career pathway component

High School Schedule will reflect the expansion to include a career pathway component

Percentage of students meeting the UC or CSU entrance requirement upon graduation

8% of students graduated meeting the UC or CSU eligibility requirements.

Maintain at least a growth of 2% of students who graduate meet the UC or CSU eligibility requirements.

Maintain at least a growth of 2% of students who graduate and meet the UC or CSU eligibility requirements.

Maintain at least a growth of 2% of students who graduate and meet the UC or CSU eligibility requirements.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	No valid statistical data available due to small sample size For 2015-16, graduation rate was 73.3%.	No valid statistical data available due to small sample size	90%	95%
Early Assessment Program (EAP) participation rate.	100%	100% Early Assessment Program (EAP) participation rate.	100% Early Assessment Program (EAP) participation rate.	100% Early Assessment Program (EAP) participation rate.
EAP met standard or exceeded standard rate	Math: 9% English:41%	Math: 20% met standard or exceeded EAP standard English: 50% met standard or exceeded EAP standard	Math: 23% met standard or exceeded EAP standard English: 53% met standard or exceeded EAP standard	Math: 27% met standard or exceeded EAP standard English: 55% met standard or exceeded EAP standard
Percentage of students who have passed an AP exam with a score of 3 or higher.	0%	2% pass rate of students who have taken an AP exam with a score of 3 or higher	2% pass rate of students who have taken an AP exam with a score of 3 or higher	2% pass rate of students who have taken an AP exam with a score of 3 or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students having access to or enrolled in a broad course of study, including Unduplicated pupils and those with exceptional needs.	100% of students	100% of students	100% of students	100% of students
Positive progress on state assessments for the California Assessment of Student Performance and Progress (CAASPP)	24% of students had scaled scores meeting or exceeding standards in ELA during the 2016 testing period	60% of students will have scaled scores meeting or exceeding standards in ELA	63% of students will have scaled scores meeting or exceeding standards in ELA	66% of students will have scaled scores meeting or exceeding standards in ELA
Middle School Dropout	0%	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

High School Dropout Rate

No data is related in state reports due to small school volatility. However, one student did drop out this year.

No data is related in state reports for high school dropout rate due to small school volatility.

No data is related in state reports for high school dropout rate due to small school volatility.

No data is related in state reports for high school dropout rate due to small school volatility.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

The district will invest in adding more enriching electives by implementing the AVID program for 8th and 9th grades including additional college study trips.

The district will continue to expand the AP and A-G classes through the rigorous development of rigorous coursework that promotes university attendance as well as a sustainable career pathway program.

The district will provide additional services from a psychologist through the Tulare County Office of Education.

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

Modified

2018-19 Actions/Services

Preparing students for college and career readiness the district will:

- A. Expanding AVID into 7, 8 & 12th grade
- B. Supporting a minimum of 6 high school seniors enrolling in a dual enrollment program at COS.
- C. Maintain the AP and A-G classes that promotes university attendance and career pathways

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

Unchanged

2019-20 Actions/Services

Preparing students for college and career readiness the district will:

- A. Expanding AVID into 7, 8 & 12th grade
- B. Supporting a minimum of 6 high school seniors enrolling in a dual enrollment program at COS.
- C. Maintain the AP and A-G classes that promotes university attendance and career pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	a. \$40,000 b. \$10,000 c. \$114,500	\$5,000 AVID (contract/conf) \$10,000 (van driver/dual enroll) \$14,000 (prep/MS) \$20,000 (CD) \$10,000 material & supplies	\$5,000 AVID (contract/conf) \$10,000 (van driver/dual enroll) \$14,000 (prep/MS) \$20,000 (CD) \$10,000 material & supplies
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Instruction Materials & Supplies b. Avid Leadership Training (52000) c. Certificated Staff	52000 Conference & Travel 22000 Classified Support 11000 Certificated Staff 43000 Materials & Supplies	52000 Conference & Travel 22000 Classified Support 11000 Certificated Staff 43000 Materials & Supplies

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Modified

2017-18 Actions/Services

Increase library selection by 500 of fiction and non-fiction books or periodicals and provide students with library services through the Library ERS and alpaugh tech sercices. High School class novels to enhance student learning.

Establish a guitar music class to enhance college and career preparation.

2018-19 Actions/Services

Establish a partnership with Tulare County Library by purchasing 1 full day for a county library assistant.

2019-20 Actions/Services

Continue a partnership with Tulare County Library by purchasing 1 full day for a county library assistant.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	a. \$20,575 b. \$40,000 c. \$30,000	\$6,000 professional consultant \$5,000 materials and supplies	\$13,700
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Books & Supplies b. Classified Staff c. Certificated Staff	58000 Professional Consultant 43000 Material & Supplies	58000 Professional Consultant 43000 Material & Supplies

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

The district will continue to provide ongoing services and programs to ensure credit recovery for our high school students, expelled students, ELL students, continuation students, and any other student who needs to recapture credits.

2018-19 Actions/Services

Support at-risk student by provide ongoing services and programs to ensure credit recovery for high school students, expelled students, continuation students, other student who need to recapture credits.

2019-20 Actions/Services

Support at-risk student by provide ongoing services and programs to ensure credit recovery for high school students, expelled students, continuation students, other student who need to recapture credits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$8,500 Cyber high \$58,250 certificated teacher (Tule/RD)	\$8,500 Cyber high \$58,250 certificated teacher (Tule/RD)
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Certificated Teacher Salary	11000 Certificated staff 58000 Professional Consultant	11000 Certificated staff 58000 Professional Consultant

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

The district will invest in more hands-on materials for the sciences for items such as chemicals, projects, manipulatives, and other critical items students need for

2018-19 Actions/Services

All students will receive science instruction based on state standards and approved text adoptions.
A. Materials & Supplies

2019-20 Actions/Services

All students will receive science instruction based on state standards and approved text adoptions.
A. Materials & Supplies

mastery of the content area, including STEM.

B. NGSS training & conference
 C. Supplemental material (i.e., Mystery science, Scholastic readers)
 D. School Garden

B. NGSS training & conference
 C. Supplemental material (i.e., Mystery science, Scholastic readers)
 D. School Garden

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000 materials and supplies \$10,000 Travel/conferences	\$10,000 materials and supplies \$10,000 Travel/conferences
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Instructional Materials & Supplies	43000 Material & Supplies 52000 Travel/Conference	43000 Material & Supplies 52000 Travel/Conference

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Implement a music program
A. Music teacher
B. Materials & supplies

Implement a music program
A. Music teacher
B. Materials & supplies

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

\$50,000 (TS)
\$15,000

\$50,000 (TS)
\$15,000

Source

N/A

LCFF S/C

LCFF S/C

Budget Reference

N/A

11000 Certificated Staff
43000 Materials & Supplies

11000 Certificated Staff
43000 Materials & Supplies

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will continue to promote the acquisition of training and skills through participation in activities and in-service that promote professional development aimed at promoting student progress.
[Previously Goal 4/Action 1]

Instructional coaching support, monitoring and evaluating the implementation of CCSS in ELA, math, science, social science and ELD to help close the achievement gap.

Continue instructional coaching support, monitoring and evaluating the implementation of CCSS in ELA, math, science, social science and ELD to help close the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$7,500 b. \$7,500	\$60,000 (CD)	\$60,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Travel & Conference b. Consulting Services	11000 Certificated	11000 Certificated

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences.

Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$10,000

\$10,000

Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	52000 Travel/conference	52000 Travel/conference

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

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

New

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Ongoing support for deploying ELD strategies to provide and enhance access to curriculum by English learners, embed ELD in the curriculum in all classes, acquire English, and learn grade-level academic content to help close the achievement gap.

2019-20 Actions/Services

Ongoing support for deploying ELD strategies to provide and enhance access to curriculum by English learners, embed ELD in the curriculum in all classes, acquire English, and learn grade-level academic content to help close the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$58,250 (RD)	\$58,250 (RD)
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	11000 Certificated Staff (RD)	11000 Certificated Staff (RD)

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

To enhance student academic performance in the content areas of reading/comprehension and math through afterschool tutorial programs for the students with the most need as evidenced by Lexia, Accelerated Reader, grades and teacher recommendation
[Previously Goal 1/Action 2]

The district will provide afterschool tutoring for students who need support in Core subjects (4 teachers – 3X wk/100 days)

The district will provide afterschool tutoring/detention for students who need support in Core subjects (4 teachers – 3X wk/100 days)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	a. \$7,500 b. \$7,500	\$14,000	\$15,400
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Certificated Teachers (11000) Instructional Materials (43000)	11000 Certificated Staff	11000 Certificated Staff

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Grade spans, Grades 1-12

Actions/Services

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

Unchanged

2017-18 Actions/Services

The district will provide summer school classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking.

These classes will focus on improved student performance as measured by Lexia.

Credit recovery will be offered at the high school level.

[Previously Goal 1/Action 4]

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

Modified

2018-19 Actions/Services

The district will provide summer school opportunity for students in reading and math-grades 5-8 and high school credit recovery.

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

Modified

2019-20 Actions/Services

The district will provide summer school opportunity for students in reading and math-grades 1st-8 and high school credit recovery.

Classes that reinforce the primary identified weaknesses of reading, comprehension, and critical thinking. Focus on improved student performance as measured by DRA.

Credit recovery will be offered at the high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$30,000 (TS)	\$35,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

**Budget
Reference**

Certificated Teachers

11000 Certificated Staff

11000 Certificated Staff

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

Modified

Goal 3

Goal 3: Develop and implement a strong parent involvement program in which parents have opportunities to experience positive interaction with the school program, extra-curricular activities, and school/district decision-making. Build positive relationships, school attendance, school safety and a sense of connectedness.

Category C: Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Identified Need:

Parent stakeholders insisted that teachers who stay in Alpaugh provide a better education and that a priority should be to reduce the 50% attrition rate endured by the district in 2017-2018. Stakeholders indicated that instructional staff needs to have incentives and additional unit earning training to keep them interested in the job. Staff and administration are very interested in building shared leadership capacity with the certificated staff with the hope of developing greater capacity within the system and thus increase retention. Attendance is 94.5% and we realize there is a need for improvement. Suspension rate is very high at 14.4% of students being suspended at least once per year. This is an area that plans to be addressed in this years LCAP. Parents need additional training to support student learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attrition Rate	18% Teacher Turnover	Reduce Teacher Turnover to 14%	Reduce Teacher Turnover to 14%	Reduce Teacher Turnover to 14%
School will be maintained in a clean, safe, and orderly fashion as indicated on the FIT	Exemplary rating	School will be maintain an Exemplary rating as indicated on the FIT	School will be maintain an Exemplary rating as indicated on the FIT	School will be maintain an Exemplary rating as indicated on the FIT
Teachers will have the opportunity to develop shared leadership skills through accomplishing specific district and site goals.	5 positions in shared leadership positions.	100% of teachers will share leadership positions.	100% of teachers will share leadership positions.	100% of teachers will share leadership positions.

<p>Parent opportunities to provide input in district decision-making including participation in programs for unduplicated pupils and those with exceptional needs.</p>	<p>Parent survey, attendance at parent meetings (SSC, ELAC/DELAC, LCAP) 14%.</p>	<p>Parent survey, attendance at parent meetings (SSC, ELAC/DELAC, LCAP) 15% (actual).</p>	<p>Parent survey, attendance at parent meetings (SSC, ELAC/DELAC, LCAP) 16%.</p>	<p>Parent survey, attendance at parent meetings (SSC, ELAC/DELAC, LCAP) 17%.</p>
<p>Attendance Rate</p>	<p>94.70%</p>	<p>Attendance rate will Increase by a minimum of .02% to 94.72%</p>	<p>Attendance rate will Increase by a minimum of .02% to 94.74%</p>	<p>Attendance rate will Increase by a minimum of .02% to 94.76%</p>
<p>Chronic Absenteeism</p>	<p>14 out of 336 students were chronically absent for a 4% average.</p>	<p>Chronic Absenteeism Rate will be reduced to .04%. (5%)</p>	<p>Chronic Absenteeism Rate will be maintained at .20%.</p>	<p>Chronic Absenteeism Rate will be maintained at .20%.</p>
<p>Suspension Rate</p>	<p>.095% (Baseline corrected 6/2018 to 12.6%)</p>	<p>Suspension Rate will be reduced to 9%. (Actual 14.4%)</p>	<p>Suspension Rate will be reduced to 9%</p>	<p>Suspension Rate will be reduced to 9%</p>

Expulsion Rate	.0027	Expulsion Rate will return to 0%.	Expulsion Rate will be maintained at 0%.	Expulsion Rate will be maintained at 0%.
The district will improve the current district parent information system by utilizing an auto caller.	Establish baseline in 2017/18.	BASELINE: The average number of families reached daily by auto caller is 12%.	The average number of families reached daily by auto caller will be 80%.	The average number of families reached daily by auto caller will be 82%.
Safety and school connectedness through surveys	Baseline: California Healthy Kids Survey, last administered in 2016-17 academic year.	Baseline: Healthy Kids Survey will be administered 2018-19 school year.	Local Survey Health Kids Survey	Local Survey
Provide 1:1 assistance for special needs students to increase academic performance	1:1 assistance for special needs students to increase academic performance	1:1 assistance for special needs students to increase academic performance	1:1 assistance for special needs students to increase academic performance	1:1 assistance for special needs students to increase academic performance

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will provide Parent training classes to improve parenting skill, and to improve the current district parent

Improve parent communication by maintain a district/school website, social media, and automated caller for attendance, notifications

Continuous improvement in parent communication by maintain a district/school website, social media, and automated caller

information system by installing an improved website.
[Previously Goal 1/Action 6]

and reminders to parents.

for attendance, notifications and reminders to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$11,492 b. \$10,000	\$5,000	\$5,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Website Services- Consulting Services b. Parent Training- Travel & Conference	58000 Professional/consultant	58000 Professional/consultant

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide education and opportunities to enable families to be actively involved in their children's academic and school life. Host 4-6 family theme events highlighting core subjects. Such as:
 A. Reading night
 B. Technology night
 C. Science night
 D. Donuts for Dads
 E. Muffins with Moms

2019-20 Actions/Services

Provide education and opportunities to enable families to be actively involved in their children's academic and school life. Host 4-6 family theme events highlighting core subjects. Such as:
 A. Reading night
 B. Technology night
 C. Science night
 D. Donuts for Dads
 E. Muffins with Moms

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	N/A	\$3,000 Certificated Staff \$1,000 Classified Staff \$1,000 Materials & Supplies	\$3,000 Certificated Staff \$1,000 Classified Staff \$1,000 Materials & Supplies
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	11000 Certificated Staff 21000 Classified Staff 43000 Materials & Supplies	11000 Certificated Staff 21000 Classified Staff 43000 Materials & Supplies

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

N/A

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

New

2018-19 Actions/Services

Implement a student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE). Weekly/monthly incentives

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

Unchanged

2019-20 Actions/Services

Implement a student attendance program, "Raise Attendance with Incentives for School Effectiveness" (RAISE). Weekly/monthly incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000	\$5,000
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	43000 Materials & Supplies	43000 Materials & Supplies

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will continue SARB services to promote student attendance, thus addressing the attendance rate, expulsion rate, and the dropout rate for both the middle and high schools.
[Previously Goal 1/Action 5]

Maintain School Attendance Review Board (SARB) process

Maintain School Attendance Review Board (SARB) process

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	Consultant Services	58000 Professional Consultant	58000 Professional Consultant

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

N/A

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

New

2018-19 Actions/Services

Expand student recognition activities to encourage parents to participate in multiple activities at the school. TCOE Extra-curricular activities. (e.g., Spelling Bee, Science Fair, Prose & Poetry, Math Bowl etc.)

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

Unchanged

2019-20 Actions/Services

Expand student recognition activities to encourage parents to participate in multiple activities at the school. TCOE Extra-curricular activities. (e.g., Spelling Bee, Science Fair, Prose & Poetry, Math Bowl etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000 (subs) \$2,500 (travel) \$2,500 (supplies)	\$5,000 (subs) \$2,500 (travel) \$2,500 (supplies)
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	11000 Certificated (subs) 52000 Travel /Conferences 43000 Material & Supplies	11000 Certificated (subs) 52000 Travel /Conferences 43000 Material & Supplies

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

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

N/A

2018-19 Actions/Services

Promote school connectedness by providing students with health education and support, emotional, and social skills necessary to be actively engaged in school. Purchase time:
A. TCOE School nurse

2019-20 Actions/Services

Promote school connectedness by providing students with health education and support, emotional, and social skills necessary to be actively engaged in school. Purchase time:
A. TCOE School nurse

B. Psychologist or mental health specialist
 C. Behavioral Specialist
 D. Behavioral Support training (TCOE 'AT' team)
 E. TOSA (teacher on special assignment)

B. Psychologist or mental health specialist (additional half day)
 C. Behavioral Specialist (5.75 hr)
 D. TOSA (teacher on special assignment)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$40,000 (nurse) \$20,000 (psych) \$40,000 (TB) \$12,500 ('AT'/TB)	\$44,000 (nurse) \$22,000 (psych) \$44,000 (TB)
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	11000 Certificated Staff 21000 Classified Staff 22000 Classified Support 58000 Professional Consultant	11000 Certificated Staff 21000 Classified Staff 22000 Classified Support

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Train teachers in “Time to Teach” a consistent classroom management system that recovers instructional time and improves a school’s climate.

Train teachers in “Time to Teach” a consistent classroom management system that recovers instructional time and improves a school’s climate.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$12,500 Professional consultant \$500 materials & Supplies	\$12,500 Professional consultant \$500 materials & Supplies
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	58000 Professional Consult 43000 Materials & Supplies	58000 Professional Consult 43000 Materials & Supplies

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

The district will provide financial incentives for teachers to remain in Alpaugh, thus providing academic stability for the students leading to improved instruction, and the development of Leadership Capacity Building, through the provision of shared school leadership; cultivation.
[Previously Goal 4/Action 2]

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

Modified

2018-19 Actions/Services

Continue building a strong Leadership team creating transparency, building capacity, shared leadership and cultivating trust and relationships.

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

Unchanged

2019-20 Actions/Services

Continue building a strong Leadership team creating transparency, building capacity, shared leadership and cultivating trust and relationships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$30,000 b. \$10,000	\$15,000	\$15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	a. Certificated Teaching Salaries b. Travel & Conference Services	11000 Certificated Staff	11000 Certificated Staff

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will provide both students and teachers a safe, clean, and healthy working environment by providing services in the area painting, cleaning and vermin control.

Increase campus safety by:
 A. Contracting with Interquest Detection Canine
 B. Purchasing time for a School Resource

Increase campus safety by:
 A. Contracting with Interquest Detection Canine
 B. Installing additional security cameras and

The school will pass with a fair on the FIT.
[Previously Goal 4/Action 3]

Officer (SRO)
C. Installing additional security cameras and video surveillance system in school office, administration office, cafeteria, garden
D. Install security doors and gates

video surveillance system in school office, administration office, cafeteria, garden
C. Install security doors and gates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$1,200 (dog) \$12,600 (cameras) \$7,648 (doors)	\$1,400 (dog) \$12,600 (cameras) \$7,600 (doors)
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Operating Expenses	58000 Professional Consultant 43000 Material & supplies 44000 Non-Capitalized	58000 Professional Consultant 43000 Material & supplies 44000 Non-Capitalized

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$883,540

Percentage to Increase or Improve Services

38.96%

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.

Alpaugh Unified is facing a stable number in terms of enrollment, and attendance is holding. 96% of the student population is classified as low income, and the number of students used in the supplemental calculations increased by 2%. Therefore, the plan includes additional services that were not included in the original 2016-2017 plan. There is a huge interest on the part of the stakeholders to provide academic services to increase access to common core based instruction and to increase the parent involvement aspects as well. Though the majority of services provided in the previous year continue unimpeded, stakeholders made adjustments that will serve to promote student success. Since 96% of Alpaugh students qualify, it makes the delivery of services rather simple to justify. Alpaugh Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes. Additional services enhanced or added due to the MPP include:

1. The district will purchase another 180 chrome books for a 1:1 ratio.

2. The district will continue to expand the AVID program to the High School.
3. The district will invest in more hands on materials for the sciences district wide.
4. The district will emphasize the increased training for teachers.
5. The district will continue to build shared leadership capacity
6. The district will emphasize music through a guitar class and a music appreciation class.
7. The district will implement a dual enrollment to help meet the college and career requirements.
8. The district will provide additional training and resources in math.
9. The district will continue to offer a support for students identified as English Learners.
10. The district will offer ongoing after school tutorial for students.
11. The district will offer ongoing after school tutorial for students utilizing programs such as Lexia and ALEKS.

Alpaugh Unified has a high percentage of supplemental and concentration grant money based on high poverty, high ELL counts, and foster student counts with a percentage of 94.56%. The district is mindful of the requirements for each school and funding is principally directed towards unduplicated students through the distribution of funding based on the appropriate need. Therefore, one group might take advantage of the AVID program, while another age group focuses on skill building through the Guided Reading and Lexia Program. The principal justification for expending these funds is to provide additional supplemental experience for students that promote the acquisition of language skills, with the ultimate goal of preparing each student for a successful post-secondary career. In a high ELL district, this can only be accomplished by reinforcing basic skills that focus on fluency and critical thinking, both of which support the common core completely. Due to the fact, the district is nearly at 94.56% of unduplicated pupil percentage, the district is justified in offering access to all students on a district wide basis, based on cost efficiency and ease of delivery.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$978,948

Percentage to Increase or Improve Services

38.96%

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.

Alpaugh Unified is facing a stable number in terms of enrollment, and attendance is holding. 96% of the student population is classified as low income, and the number of students used in the supplemental calculations increased by 2%. There is a huge interest on the part of the stakeholders to provide academic services to increase access to common core based instruction and to increase the parent involvement aspects as well. Though the majority of services provided in the previous year continue unimpeded, stakeholders made adjustments that will serve to promote student success. Since 96% of Alpaugh students qualify, making the delivery of services rather simple to justify. The district is meeting its minimum proportionality requirement by expenditure of the total 2018-19 Supplemental and Concentration Grant funding for qualifying purposes. Additional services enhanced or added include:

1. As a result of the Differentiated Assistance process, the district will support teachers in the development of curriculum pacing matrices and calendars, units of study, benchmark and performance tasks.
2. Training and support will be provided to staff using Illuminate Data System for monitoring student progress.
3. The district will continue to maintain chrome books for a 1:1 ratio.
4. The district will continue to expand the AVID program to the High School.
5. The district will continue to invest in more hands-on materials for the sciences district wide.
6. The district will continue to emphasize the increased training for teachers.
7. The district will continue to build shared leadership capacity
8. The district will continue to emphasize music through a guitar class and a music appreciation class.
9. The district will implement a dual enrollment to help meet the college and career requirements.
10. The district will continue to provide additional training and resources in math.
11. The district will continue to offer a support for students identified as English Learners.
12. The district will increase parent involvement by providing a variety of ways to engage parents in their child's education.

Alpaugh Unified has a high percentage of supplemental and concentration grant money based on high poverty, high ELL counts, and foster student counts with a percentage of 96%. The district is mindful of the requirements for each school and funding is principally directed towards unduplicated students through the distribution of funding based on the appropriate need. Therefore, one group might take advantage of the AVID program, while another age group focuses on skill building through the Lexia Program. The principal justification for expending these funds is to provide additional supplemental experience for students that promote the acquisition of language skills, with the ultimate goal of preparing each student for a successful post-secondary career. In a high ELL district, this can only be accomplished by reinforcing basic skills that focus on fluency and critical thinking, both of

which support the common core completely. Due to the fact, the district is nearly at 96% of unduplicated pupil percentage, the district is justified in offering access to all students on a district wide basis, based on cost efficiency and ease of delivery.