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	Contact Name and Title	Email and Phone
Ducor Union Elementary	Isidro Rodriguez	irodriguez@ducorschool.com
	Superintendent	559-534-2261

2017-20 Plan Summary

The Story

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

Ducor Elementary School is a small, rural single-school district in the southeast portion of Tulare County. Currently Ducor School has 164 students enrolled in grades Kindergarten through 8. Enrollment has been on a slow but steady increase since 2006. Even in the face of continuing reductions in state and federal funding, Ducor School has maintained small class sizes and a safe and secure learning environment for our students. Ducor School enjoys strong parent support and involvement at all school activities. Ducor School parent meetings support school academic goals. 97% students are of Hispanic origin. 62% of students are English Learners and come from homes where Spanish is the only spoken language. The Ducor community is a rural, isolated town dependent on agriculture for employment. 100% students qualify for free meals. We have 7 highly qualified fully credentialed teachers and 2 intern teachers. Ducor School maintains a school library, a computer lab and a class set of Chromebooks on a cart. Specialized services are provided by the Tulare County Office of Education on a contract basis. These services are offered for limited times per week: psychologist, speech therapist, nurse and a special education teacher. Ducor School also has two therapists on site. The therapists are vendors contracted to support all students. With the increase of student suicides, school violence, and community violence, trauma has been an ongoing emotional challenge for our students. The therapists have made gains in meeting the needs of our students, staff and community members. Academically, Ducor Students have improved each year on the Smarter Balance Assessment Consortium (SBAC). Ducor ELA scores and Math scores have improved. The California Accountability Dashboard has identified Ducor School ratings to rate "high" (positive) with low suspension rates and average on state testing. Each year Ducor students continue to improve. All teachers have received additional training in working with English Language Learners. New

curriculum (National Geographic and Go Math!) was purchased to align the English Language Development standards along with the ELA and Math standards. Currently the State Department of Education continues to plan and approve new curriculum for Science and History. Ducor School looks forward to a new school year with a new PreK class. The PreK class will be offered to new and upcoming students. We hope to see a new generation of students become engaged and ultimately become productive academic citizens of Ducor School.

Stand and Deliver, No Excuses.

LCAP Highlights

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

State and local indicators confirm that Ducor is on the right path to increasing student achievement and closing achievement gaps. This LCAP deepens and expands key strategies which have helped us bring about this accomplishment.

Goal 1: The purpose of this goal is to fully implement state content and performance standards and to assure that our students have the highest quality teachers available to deliver research-based effective teaching/learning strategies. This goal provides actions and services to create optimum conditions for learning in our classrooms.

Goal 2: The purpose of this goal is to focus in on the needs of our English Learners and provide high quality language instruction. It also empowers teachers and students with supplemental materials to adapt and accommodate instruction for our English Learners to assure that they have access to the broad course of study in their schooling.

Goal 3: The purpose of this goal is to focus in on parent involvement and increasing their involvement in decision-making in our school and district. The PIQE training, for example, is intended to train parents to become involved and help the school and district make the right decisions for their children.

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

We are especially proud of our English Learner achievements in the state testing system. In both Language Arts and Mathematics, our English Learners scored above their statewide English Learner peers. They have done this two years in a row and we expect that performance to not only continue, but

to close the gap between them and our schoolwide performance. We will build upon that success by continuing to focus resources on professional development, extended learning time, English language development, experiential learning and digital knowledge and skills.

We are proud of all of our students because they increased in both subjects by as much as 16 points. As they continue to increase at this rate, we can see the achievement gap closing as our students reach out to perform as well or better than their peers statewide. The trend is very positive and confirms the hard work of our staff and students. In addition, to the strategies stated above, we will build upon this success by continuing to strongly support the work of our teachers and staff, expanding student support for personal and academic growth, and cultivating parent involvement in school and district decision-making to help our parents help their children achieve school success.

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

The only state indicator in the "red" category is the English Learner Progress indicator which declined from last year's "green" category. We will address this change by deepening and strengthening ELD through professional development, differentiated instruction, and parent involvement.

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 is no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

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 most significant way the 2018 LCAP increases and improves services for unduplicated count students is in the critical area of support for student personal and academic growth. These services were expanded in 2017 with significant impact on multiple factors found to be critical for increasing student engagement in school and resulting in increased student achievement.

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	$ 2,171,435
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$422,966

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.

Although nearly all "restricted" funding was eliminated with the state's new funding system, federal funds continue to be restricted and dedicated to specific students. Title I funds are directed at students who need extra help in reading and mathematics, as well as literacy in other content areas. Title II funds are directed at teacher recruitment and training. Title III funds are directed at English learners. The general fund also includes funds for class size reduction and transportation. Transportation funding is essential at Ducor because nearly all of our students must ride the bus to and from school. The general fund also includes a block grant provided by the state last year to improve teacher effectiveness through professional development and support. Every dollar received for Ducor School District is budgeted with increased student achievement and meeting state expectations for achievement, college preparation, and career preparation for our students. The majority of funding is expended for instructional staff (teachers, support staff) without which instruction would be impossible. Other support staff in the school and district maintain a safe, secure, healthy learning environment.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 1,760,471

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

Common Core (English Language Arts, English Language Development and Mathematics) and other state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% Credentialed Teacher Rate [R]	100%

Expected	Actual
0% Credentialed Teacher teaching outside of subject area rate [R]	0%
0% teacher misassignment rate [R]	0%
0% teacher of English learners misassignment rate [R]	0%
100% Most recently adopted textbooks rate [R]	100%
"good" Overall facility rating [R]	good
0% student lacking own copy of textbook rate [R]	0%
full implementation: state standards implementation ELA	full implementation
full implementation: state standards implementation CCSS Math [R]	full implementation
full implementation: of Health Education Content Standards [R]	full implementation
full implementation: of Physical Education Model Content Standards [R]	full implementation

Expected	Actual
full implementation: of Visual and Performing Arts Standards [R]	full implementation
beginning development: implementation of Next Generation Science Standards [R]	beginning development
full implementation: of History Social Science Content Standards [R]	full implementation
Schoolwide ELA distance from level three [R] = 44 points below level three	38.8 points below level three
Hispanic ELA distance from level three [R] = 44 points below level three	40.6 points below level three
Disadvantaged ELA distance from level three [R] = 44 points below level three	38.9 points below level three
English Learner ELA distance from level three [R] = 44 points below level three	42.7 points below level three
Schoolwide Math distance from level three [R] = 44 points below level three	78.8 points below level three

Expected	Actual
Hispanic Math distance from level three Hispanic [R] = 44 points below level three	79.2 points below level three
85% participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	77%
30% of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities [L]	27%
0% Schoolwide middle school dropout rate [R]	0%
0% Hispanic middle school dropout rate [R]	0%
0% disadvantaged middle school dropout rate [R]	0%
0% English Learner middle school dropout rate [R]	0%
96.3% schoolwide attendance rate [R]	95.86%

Expected	Actual
96.3% Hispanic attendance rate [R]	95.91%
96.3% disadvantaged attendance rate [R]	96.98%
96.3% English Learner attendance rate [R]	97%
6% Schoolwide chronic absenteeism rate [R]	9.33%
6% Hispanic chronic absenteeism rate [R]	9.14%
6% Disadvantaged chronic absenteeism rate [R]	7.6%
6% English learner chronic absenteeism rate [R]	4.04%
0% schoolwide expulsion rate [R]	0%
0% Hispanic expulsion rate	0%
0% disadvantaged expulsion rate	0%

Expected	Actual
0% English learner expulsion rate	0%
0% schoolwide suspension rate [R]	2.07%
0% Hispanic suspension rate [R]	2.15%
0% disadvantaged suspension rate [R]	1.75%
0% English learner suspension rate [R]	4.04%
less than 5% schoolwide truancy rate [R]	n/a see analysis section of goal one
less than 5% Hispanic truancy rate [R]	n/a see analysis section of goal one
less than 5% disadvantaged truancy rate [R]	n/a see analysis section of goal one
less than 5% English Learner truancy rate [R]	n/a see analysis section of goal one

Expected	Actual
87% of students who report feeling safe at school [L]	87%
100% enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%
100% programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%
100% of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	100%
100% of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	100%

Actions/Services

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

Action 1

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten	Funding was used to pay for training and supporting our intern teachers with the support of our BTSA teacher. Our intern teacher attended TCOE iLead internship credential teacher program. The fees paid for the educational services. The BTSA provider was paid for onsite with one of our current teachers providing assistance. Total expense for the BTSA and iLead was $5774.12. Unfortunately, our internship teacher has decided to relocate to another school, leaving us to hire another new teacher and continuous expense.	$19,500 LCFF S/C contracted services	$ 5,775 LCFF S/C contracted services

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state standards and differentiated learning levels. (Lesson Plans and Unit Plans)	Educator Effectiveness funding was used for teacher training. Training programs consisted of math, reading, writing and technology training. Teachers returned having learned how to better integrate reading and writing with the science and social studies programs. Teachers also learned to better utilized collaborative time to help develop differentiated instructions as needed. Educator Effectiveness funding supported staff learning and improvement. Funds also allowed for the hiring of substitute teachers when teachers attended training.	$ 1,500 Educator Effectiveness Fund contracted services	$ 1,500 Educator Effectiveness Fund contracted services

Action 3

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

1.3 Provide teachers and students with resource books and supplemental materials to support classroom learning and achievement in the broad course of study.	Books suggested in the academic courses ELA and Math were researched, ordered and placed in the school library. The academic courses provided suggested reading materials for students to read from that would continue to engage student learning along with the lessons taught.	$ 5,000 Title I instructional materials	$ 3,000 Title I instructional materials

Action 4

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

1.4 Teachers develop and refine broad course of study curriculum, lesson plans, and units during Professional Learning Community time with assistance from on-site training coach.	Training coach was on site. The coach assisted all teachers in all grade levels. The coach helped plan and prepare lesson plans, collaborated with teachers developing strong differentiated teaching methods and curriculum, improved the student reading program in all grade levels, supported core curriculum web based programs as well as scheduled teacher training as needed for extra support. Having a coach to directly assist teachers has helped to increase teacher confidence, support and collaboration.	$ 15,425 LCFF S/C salary and benefits	$ 15,696 LCFF S/C salary and benefits

Action 5

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1.5 Web-based internet programs licenses will be purchased to help support learners.	Current web based programs used to help monitor and assess students include: Acellus, the assessment portion of Accelerated Reading, GoMath!, Nat. Geo/Reading programs and	$ 9,500 LCFF S/C materials and supplies	$ 7,667 LCFF S/C licenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Prodigy. These programs were used to support student learning and understanding aligned with the core curriculum. All students were assigned to read and complete a comprehension assessment under the AR program. The Acellus program was used to align math, social studies, science, ELA and ELD studies. Acellus was a support program. When students completed class assignments, Acellus was used to support student learning with online questions and problems to solve. To support the core curriculum programs, Go Math! and Nat. Geo, teachers utilized the supplemental online lesson planning and demonstration videos with all students. Students also had access to view any lesson plan and class assignments on line. Students also were assessed. Teachers used the assessment to assist and offer differentiated lessons		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	as needed.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Web base programs will monitor and assess students. Assessments will be used to measure student improvement, identify areas of need and gaps in learning, and success	Online services were funded to assess and support student learning.	$ 1,600 LCFF S/C materials and supplies	$ 0 LCFF S/C materials and supplies

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores	The AR program is designed to level a student's reading ability. The students read daily and were assessed after each reading book was completed. The initial and final assessment show student growth in grade levels 1-6.	no additional costs	no additional costs

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events	One county-wide student event was added this year: Spelling Bee. Students were challenged to participate in the spelling bee competition. Over 20 students accepted the challenge from grades 4-8. Of the highly qualified, 4 students were accepted to compete. Two students were assigned to compete on stage as the other two students were substitutes. In addition, teachers are expanding participation in Science Fair and researching participation in CyberQuest as well as other county-wide competitions.	$ 1,200 LCFF S/C supplies	$ 105 LCFF S/C supplies

Action 9

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

1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	Funding was used to pay for chrome books. A total of $13,924.67 was moved to this goal and action plan. The chrome books were ordered with a cart allowing students to relocate the cart as needed into another classroom. Teachers incorporated student use of chrome books on a daily basis to enhance and extend learning opportunities. Students utilize the chrome books to access online resources, use their gmail account, Go Math!, Nat. Geo for ELA and Acellus program for academic course support; Science, History, Math, ELD, ELA	no additional costs	$ 14,214 LCFF S/C equipment and supplies

Action 10

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

#1.10 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 4) to assure that all students attend school from our isolated rural community	There is one more scheduled payment in February 2019. The bus will be paid in full. The bus has been utilized for many field trips locally: Zoo, museum, cooking class field trips, arts and crafts field trip, Earth Day, SCICON, LA Museum, Adventure Park	$ 26,561 LCFF S/C lease/purchase agreement	$ 26,561 LCFF S/C lease/purchase agreement

Action 11

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students. Two teachers at $66800 including salary and benefits.	Improved and expanded staffing has been one of the greatest successes for all of our students. This year we utilized a coach, two new teachers trained in differentiation, adaptation and accommodation and two therapists on site. The value of providing extra support for our students and staff has completely changed the school environment. Our coach has helped support all teachers in class. Our two new teachers have made tremendous	$ 216,000 LCFF S/C salaries and benefits	$ 222,062 LCFF S/C salaries and benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	improvement in academic support for the students. The two therapists have helped many students adapt to many different traumas and many daily challenges during school hours. Student support groups were developed to assist and teach students how to value adults and other students. These values have helped students improve academically and socially. Other areas of success paid from this goal was an after school music instructor, after school English as a Second Language (ESL) as well as our Librarian Technician who helps students access and use our technology resources to achieve CCSS standards.		

| 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.

Upon approval and adoption of the three-year plan for 2017-2020, the superintendent/principal worked with staff to develop a calendar for implementation including expectations and timelines and responsibilities. Three adjustments were made in implementation this year in consideration of the three-year plan. First, actions 1.5, 1.6, and 1.7 were implemented as combined because they all involve web-based programs. Second, because past professional development has empowered teachers with effective knowledge and skills, professional development was carried out by both an empowered and experienced on-site staff member as well as by eternal providers as in the past. And third, district and staff review of technology resources (planned for this year) quickly reached the conclusion that technology resources must continue to be expanded, so administration and staff adjusted other budgets to provide funds for student technology expansion.

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

Overall effectiveness of goal one was evaluated based on the new state "Dashboard" and by a careful and comprehensive local evaluation system based on a local data tracker that includes both the required state indicators and locally developed indicators. Each action was evaluated by administration and staff as to its impact on student achievement. Overall, state and local evaluation confirm that, taken as a whole, the actions and services are having a positive and direct impact on increasing student achievement at Ducor School. This year's evaluation was also modified somewhat as it considered the new "three-year plan" format and sought to look for trends in the data. It is a subtle but very important difference. Overwhelmingly, stakeholders concluded that the actions and services which address student personal and academic growth and on-site support for on-site teachers were very powerful in two key areas: improving effectiveness of teachers and greatly improving school climate and student engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:

1.1: material difference due to shift of some of these responsibilities to the on-site coach

1.6 and 1.7: material difference because these actions were encompassed in action 1.5

1.9: material difference because funds were transferred to expand student technology resources

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.

Stakeholders are very supportive and enthusiastic about the changes at Ducor School over the past four years with standards-based, rigorous curriculum and the depth of differentiated and experiential learning taking place in the classrooms. Teachers are looking forward to implementing the Math adoption and ELA adoption as well as continued on-site and external support for their work. School climate will continue to be a focus. The budget has been adjusted based on the new state budget. The school bus lease purchase funds have been distributed in other Goal one to strengthen and expand these actions and services. Regarding required metrics, Ducor is following State Board of Education practices and dropping "truancy rate" metric. The specialized staff who have been so successful in expanding and improving student connectedness, school climate, and academic achievement will be continued in the 2018 LCAP. Action 1,10 was completed in 2017-18 a year ahead of schedule with LCFF base funds and will note as completed in future years of this three-year plan.

Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
full implementation access to state standards by English learners	full implementation
full implementation state standards ELD	full implementation
English learners 44 points below level three ELA state assessments [R]	42.7 points below level three
English learners 44 points below level three Math state assessments [R]	83.5 points below

Expected	Actual
5% English Learner reclassification rate [R]	CELDT, the assessment tool used as part of Ducor's reclassification criteria, has been phased out by the State and replaced by the ELPAC. Currently, ELPAC results are not available. However, 2016-2017 Reclassification Rate for Ducor EL's was 12.6%
71% of English learners making progress toward English proficiency [R]	45.5% (2016-17)
100% of English learners enrollment in broad course of study [R]	100%
100% programs and services to increase access to broad course of study by English learners [R]	100%

Actions/Services

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

Action 1

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

# 2.1 Provide continuing support and training through TCOE for ELD implementation	Educator Effectiveness funding was used for teacher training supporting ELD student improvement. Teachers attended various training in math, reading and writing supported and offered by TCOE.	$ 1,000 Educator Effectiveness Fund contracted services	$ 1,000 Educator Effectiveness Fund contracted services

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	Educator Effectiveness funding was used for teacher training supporting differentiated strategies for ELD student improvement. Teachers attended various training in math, reading and writing supported and offered by TCOE	$ 1,000 Educator Effectiveness Fund contracted services	$ 1,000 Educator Effectiveness Fund contracted services

Action 3

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

# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.	Title I funding was used to purchase more reading books for all grade levels. The books were used to specifically target our Guided Reading program. The books were separated and designated as GR books for grades 1-8. Each teacher collected and assigned reading books aligned to the core studies: math, science, social studies, ELA, ELD	$ 25,000 Title I instructional materials	$ 25,000 Title I instructional materials

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 2.4 Teachers develop and refine ELD curriculum and EL teaching/learning strategies, lesson plans, and units during Professional Learning Community time	Funding supported teacher training that specifically targeted student ELD support in reading, writing, math and ELA.	$ 1,000 Educator Effectiveness Fund salaries and benefits	$ 1,000 Educator Effectiveness Fund salaries and benefits

| 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.

Upon approval and adoption of the three-year plan for 2017-2020, the superintendent and business manager developed a work plan including timelines and responsibilities. These involved ordering instructional materials, supplies, and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 2 were implemented as planned and had significant impact on increased student achievement.

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

As with other LCAP goals, the overall effectiveness of goal two was evaluated based on the state LCFF "rubrics" in the state "Dashboard" and by a careful and comprehensive local evaluation system based on a local data trackers that includes both the required state indicators and locally developed indicators. Factors considered in goal two were very much the same as goal one, but focused on English learners only. Overall, the actions and services were determined to be very effective. Administration and teachers noted the lower performance in English learner progress and determined that greater emphasis needs to be placed on effective strategies in ELD English learners. The emphasis placed on literacy in ELA and math this year resulted in improved performance on state ELA and Math assessments and will continue to be strengthened in 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures. Actions previously funded with restricted Educator Effectiveness funds will be funded with Title I and supplemental and concentration grant funds.

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.

Ducor will continue to expand and strengthen actions and services for English learners. No substantive changes are planned in Goal 2.

Goal 3

Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R] = 35 opportunities	35
50% parent participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	50%

Expected	Actual
37% rate of parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	37%

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
# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)	Ducor School supported our PTA group, funding parent meetings, letters, on line text messaging, and family evening festivals.	$ 2,000 LCFF S/C supplies	$ 1,246 LCFF S/C supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 3.2 Select and sign with various agencies for extracurricular and	Examples of activities: In response to specific parent	$ 24,000 LCFF S/C	$ 9,398 LCFF S/C

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. targeting the needs of our English learner students and families	requests for activities that would connect them and their children to school, especially in the after-school hours, funds were used to support collaboration between home, school and the community, taking advantage of volunteers and parent knowledge in every way possible. An example is the after-school cooking class. The classes were subdivided in three levels, beginning, intermediate and advance. The instructor volunteers her time three times a week to teach students how to measure to planning and preparing a meal to preparing and serving meals.purchase materials for after school cooking class. The new and growing music program is another example of parents, students and school collaborating on programs to connect parents and students to the greater school community and purpose. Another purchase	contracted services	contracted services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	was violins, cases, music books for after school music classes. After school music began in March 2018. Our after school music program is just beginning with 6-8 students enrolled. Students are learning how to care for and recognize the beginning level violin strings and sounds. Parents report that these "home grown" programs are much more relevant and meaningful than contracted programs of the past because they feel ownership of them. The district also continues its TCOE CHOICES program and partnerships with CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, and others.		

Action 3

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

| # 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.) | Activities included newsletters, community events, electronic and print messages, updated website frequently. | $ 2,000 LCFF S/C supplies | $ 1,200 LCFF S/C supplies contracted services fee |

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus	Maintenance improvement was made around the cafeteria. Window screens were purchased to cover all cafeteria windows. This helped reduce the heat level in the cafeteria and reduce cooling the cafeteria.	$ 11,691 LCFF S/C contracted services	$ 9,154 LCFF S/C 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.

Upon approval and adoption of the three-year plan for 2017-2020, the superintendent and business manager developed an LCAP work plan including timelines and responsibilities. These involved ordering supplies and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 3 were implemented as planned and had significant impact on increased student achievement.
The superintendent met with parents weekly and managed this goal personally to be sure parent involvement actions and services were faithfully deployed.

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

The effectiveness of the parent involvement goal was measured by parent feedback at weekly meetings and by survey. Parents are increasingly involved and empowered at Ducor School and District and very supportive of the change process going on at the school. Parent involvement isn't expensive, but it requires constant and concerned attention to make sure that parents feel welcomed and valued. Their positive responses in meetings and on the survey confirm that our parents feel both. Teachers, students, and the district Board have all contributed to the positive feedback on the improvement of classroom and school climate and its impact on student engagement and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference between budgeted and actual expenditures in action 3.2 because these activities resulted in less cost than planners had estimated.

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

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

The budgeted funds for action 3.2 have been shifted to action 3.4 in order to expand school learning environment activities per parent request.

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?

LCAP review and analysis took place frequently at Ducor School. Beginning in August, the principal met monthly with staff to review the LCAP plan and budget. The principal reviewed each goal as well as progress on actions. The principal also explained to the staff how certain actions and services apply to common core training, English Learner Development training, mathematics, science, history, reading and writing programs available for teachers and supporting staff members to attend during the school year. Staff comments and recommendations were quickly acted upon to improve implementation of the LCAP and thus maximize benefit for students.

Monthly, the principal meets with parents during the parent club meetings. This group of parents, predominantly parents of English learners, serves as the Parent Advisory Committee and English learner Parent Advisory Committee. The meeting time was at 2:00 PM. Parent involvement with very good and active parent involvement. The parents were informed about the LCAP in the same way as staff. The discussions included ELD, reading, math, tutoring, field trips and curriculum with active input and advice from parents.

Every Wednesday afternoon, the principal meets with teachers. The teacher collaborative time ivolved regular business meeting, planning, budgeting, curriculum, student site team meetings and parent support discussion and is all included in LCAP planning and review.

Every second Tuesday of each month, the school board meets for the monthly school board meetings. The principal includes LCAP discussion and review on the board agenda. The discussions included review, planning, budgeting, suggestions, evaluation and ideas.

Students were asked what they would like to include in the LCAP planning. Many students inserted technology, playground, athletic materials, field trips, musical instruments and many other ideas. The students input was very positive and well accepted by the staff.

Impact on LCAP and Annual Update

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

The active involvement of stakeholder's impact on the LCAP brought continuous support and recommendations. The LCAP targeted student and parent priorities. The parents have really accepted the parent club as one of the great successes for the school. The school board has made numerous comments on the positive feedback from community members on how well the school has improved as a community, staff, students and school environment. The teachers have utilized the chrome books to help improve student engagement. The teachers also approved the new math program and are planning to recommend an ELA program for the next school year. The student input was taken into consideration. New planning for future field trips, and technology improvements have been reviewed for future projects. All stakeholders were especially positive and enthusiastic about improvements in school climate for learning and support for student personal and academic growth. These are strengthened and expanded in the 2018 LCAP. Teachers expressed that professional development is a very important factor and would like to see it continued and expanded.

Goals, Actions, & Services

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

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

Unchanged

Goal 1

Common Core (English Language Arts, English Language Development and Mathematics) and other state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all

subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

State requirements (how will the district address the eight state priorities), the state accountability system, and local evaluation indicate the need to effectively and expeditiously implement state academic and performance standards first in the Common Core ELA, ELD, and Math and then in the broad course of study. Local evaluation confirms that the Common Core, after four years of effort, is now being fully implemented at Ducor. The next step is to move to sustainability. Local evaluation also confirms that, with the exception of the Next Generation Science Standards, Ducor is implementing the other state standards but needs to broaden and deepen the curriculum and instruction on those content areas. Due to teacher turnover, as noted, attention must be paid to teacher support and teaching/learning conditions. This is a comprehensive goal because implementation of state academic content and performance standards is complex and directly involves all of the eight state priorities if standards are to be fully implemented and sustained.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Rate [R]	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
teacher misassignment rate [R]	0%	0%	0%	0%
teacher of English learners misassignment rate [R]	0%	0%	0%	0%
Most recently adopted textbooks rate [R]	100%	100%	100%	100%
Overall facility rating [R]	good	good	good	good
student lacking own copy of textbook rate [R]	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
state standards implementation English/Language Arts	initial implementation	full implementation	full implementation	full implementation and sustainability
state standards implementation Math [R]	initial implementation	full implementation	full implementation	full implementation and sustainability
implementation of Health Education Content Standards [R]	Initial implementation	full implementation	full implementation	full implementation and sustainability
implementation of Physical Education Model Content Standards [R]	full implementation	full implementation	full implementation	full implementation and sustainability
implementation of Visual and Performing Arts Standards [R]	full implementation	full implementation	full implementation	full implentation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
implementation of Next Generation Science Standards [R]	exploration and research	beginning development	initial implementation	full implementation
implementation of History Social Science Content Standards [R]	full implementation	full implementation	full implementation	full implementation and sustainability
Schoolwide CAASPP ELA distance from level three [R]	54 points below	44 points below	34 points below	24 points below
Hispanic CAASPP ELA distance from level three [R]	54.5 points below	44 points below	34 points below	24 points below
Disadvantaged CAASPP ELA distance from level three [R]	56.2 points below	44 points below	34 points below	24 points below

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP Math distance from level three [R]	88.9 points below	44 points below	34 points below	24 points below
Hispanic CAASPP Math distance from level three [R]	89.3 points below	44 points below	34 points below	24 points below
Disadvantaged CAASPP Math distance from level three [R]	88.9 points below	44 points below	34 points below	24 points below
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	75%	85%	87%	89%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities [L]	25%	30%	35%	40%
Schoolwide middle school dropout rate [R]	0%	0%	0%	0%
Hispanic middle school dropout rate [R]	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disadvantaged middle school dropout rate [R]	0%	0%	0%	0%
schoolwide attendance rate [R]	96%	96.3%	96.5%	96.7%
Hispanic attendance rate [R]	96%	96.3%	96.5%	96.7%
disadvantaged attendance rate [R]	96%	96.3%	96.5%	96.7%
schoolwide chronic absenteeism rate [R]	8%	6%	5%	3%
Hispanic chronic absenteeism rate [R]	10%	6%	5%	3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disadvantaged chronic absenteeism rate [R]	8%	6%	5%	3%
schoolwide expulsion rate [R]	0%	0%	0%	0%
Hispanic expulsion rate [R]	0%	0%	0%	0%
Disadvantaged expulsion rate [R]	0%	0%	0%	0%
schoolwide suspension rate [R]	0.46%	0%	0%	0%
Hispanic suspension rate [R]	0.46%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percent of students who report feeling safe at school [L]	85%	87%	89%	91%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	85%	100%	100%	100%
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	85%	100%	100%	100%

Planned Actions/Services

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

Action #1

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

Students to be Served   **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	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	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten	# 1.1 Provide continuing support and training through multiple sources for effective standards implementation: focus on BTSA, Math, Science, History, technology, Kindergarten	# 1.1 Provide continuing support and training through multiple sources for effective standards implementation: focus on BTSA, Math, Science, History, technology, Kindergarten

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$19,500	$ 6,000	$ 6,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted services	contracted services

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	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**

Modified	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state standards and differentiated learning levels. (Lesson Plans and Unit Plans)	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$1,500	$15,000	$15,000
Source	Educator Effectiveness Fund Resource 64620	LCFF S/C	LCFF S/C
Budget Reference	contracted services	salaries and benefits	salaries and benefits

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	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**
Modified	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.3 Provide teachers and students with resource books and supplemental materials to support classroom learning and achievement in the broad course of study.	1.3 Provide teachers and students with resources (incentives, rewards, study trips, etc., as necessary and agreed upon) to enhance instruction in the classroom to support classroom learning and achievement in the broad course of study.	1.3 Provide teachers and students with resources (incentives, rewards, study trips, etc., as necessary and agreed upon) to enhance instruction in the classroom to support classroom learning and achievement in the broad course of study.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 5,000	$16,000	$16,000
Source	Title I	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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
1.4 Teachers develop and refine broad course of study curriculum, lesson plans, and units during Professional Learning Community time with assistance from on-site training coach.	#1.4 Teachers develop and refine state standards curriculum, lesson plans, and units during Professional Learning Community time	#1.4 Teachers develop and refine state standards curriculum, lesson plans, and units during Professional Learning Community time

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,425	costs were included as part of duties in salaries and benefits	costs were included as part of duties in salaries and benefits
Source	LCFF S/C	LCFF Base	LCFF Base
Budget Reference	salaries and benefits	costs included as part of duties in salaries and benefits	costs included as part of duties in salaries and benefits

Action #5

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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Web-based internet programs licenses will be purchased to help support learners.	budget is modified	budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$ 9,500	$ 6,675	$ 6,675
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and 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:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

Modified	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.6 Web base programs will monitor and assess students. Assessments will be used to measure student improvement, identify areas of need and gaps in learning, and success	This action will be incorporated into action 1.5	This action will be incorporated into action 1.5

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 1,600	$0 see action 5	$0 see action 5
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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	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	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.7 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores	this action will be incorporated into action 1.5	this action will be incorporated into action 1.5

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	no additional costs	$0	$0

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and 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	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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events	1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events	1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 1,200	$ 1,200	$ 1,200
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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	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
Modified	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$ 15,794

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #10

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	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
1.10 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 4) to assure that all students attend school from our isolated rural community	was completed in 2017-18	state lease paid; no further action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 26,561	$0	$ 0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Lease/purchase contract	lease purchase contract	lease purchase contract

Action #11

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	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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students. Two teachers at $66800 including salary and benefits.	# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students: 1 coach, 2 teachers, and 2 therapists..	# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students: 1 coach, 2 teachers, and 2 therapists..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$216,100	$ 336,685	$ 336,685
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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

Unchanged

Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

State indicators and local evaluation confirm that Ducor English learners have made great strides in acquisition of English language literacy skills as demonstrated by their performance above their statewide peers in English Language Arts. They have made progress in mathematics, but are still performing "low". The new LCAP will strengthen actions and services related to implementation of math literacy.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

State standards: Access by English learners	initial implementation	full implementation	full implementation	full implementation and sustainability
state standards implementation ELD	initial implementation	full implementation	full implementation	full implementation and sustainability
English learners ELA distance from level three [R]	57.2 points below level three	44 points below level three	34 points below level three	24 points below level three
English learner Math distance from level three [R]	89.4 points below level three	44 points below level three	34 points below level three	24 points below level three
English Learner reclassification rate [R]	2.22 %	5%	10%	15%

Percent of English Learners making progress toward English proficiency [R]	69%	71%	73%	75%
English learners enrollment in broad course of study [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by English learners [R]	100%	100%	100%	100%

Planned Actions/Services

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

Action #1

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

Students to be Served   **Location(s)**

All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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**
# 2.1 Provide continuing support and training through TCOE for ELD implementation	budget and source are modified	budget and source are modified

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 1,000	$ 2,000	$ 2,000

Source	Educator Effectiveness Fund	Title I	Title I
Budget Reference	contracted services	contracted services	contracted services

Action #2

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	budget and source are modified	budget and source are modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 1,000	$ 2,000	$ 2,000
Source	Educator Effectiveness Fund	Title I	Title I
Budget Reference	contracted services	contracted services	contracted services

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.	budget is modified	budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 25,000	$ 1,000	$ 1,000
Source	Title I	Title I	Title I

Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #4

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

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**

2.4 Teachers develop and refine ELD curriculum and EL teaching/learning strategies, lesson plans, and units during Professional Learning Community time

budget is modified

budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 1,000	no additional costs	no additional costs
Source	Educator Effectiveness Fund	LCFF Base	LCFF Base
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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

Unchanged

Goal 3

Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

It is not a coincidence that English learner achievement at Ducor School is increasing at a pace consistent with increasing parent involvement. Research confirms local evaluation that involved parents means involved students who have higher academic achievement. To respond to the need for every parent to be actively involved in their child's education and to take an active role in the decision-making processes at the school and district, Ducor will continue successful efforts and continue to seek out and deploy proven successful strategies.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	32	35	37	40
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	50%	50%	55%	60%

parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	32%	37%	40%	45%

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

<div align="center">OR</div>

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**
Modified	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)	# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)	# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 2,000	$ 2,000	$ 2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference	supplies	supplies	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	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	Unchanged

2017-18 Actions/Services | **2018-19 Actions/Services** | **2019-20 Actions/Services**

| # 3.2 Select and sign with various agencies for extracurricular and after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. targeting the needs of our English learner students and families | budget is modified | budget is modified |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 24,000	$ 3,000	$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracts for services	contracts for services	contracts for services

Action #3

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)

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

3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)

2018-19 Actions/Services

budget is modified

2019-20 Actions/Services

budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$ 2,000	$ 5,000	$ 5,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	supplies	supplies	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	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	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus	budget is modified	budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 11,691	$26,209	$26,209
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracts for services	contracts for services	contracts for services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$ 329,577

Percentage to Increase or Improve Services

24.42%

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.

Ducor Elementary is a small, rural, isolated single-school district in an unincorporated community. Virtually all of our students (93%) fall into the category of "unduplicated count" students. 73% are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly strengthen and increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of the English Language Development standards, for example, has been accomplished with professional development that empowers teachers and students to achieve proficiency in academic English. Instructional materials to help teachers adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. We have been able to add experiential learning in the form of field trips to museums and cultural centers in locations far from our school and which enable students to see in action what they are learning about in the classroom. Other strategies deployed with these funds have increased in both quantity and quality in excess of the 24.42% over what we could have provided without these funds:
• Professional development

- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time (before and after school, summer school)
- Experiential learning (co-curricular field trips, project-based learning)
- Technology improvements and campus environment improvements
- Maintain instructional staff and support

Because virtually all of our students are "unduplicated count", all of these actions and services are delivered schoolwide.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$ 417,966

Percentage to Increase or Improve Services

32.99%

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.

Ducor Elementary is a small, rural, isolated single-school district in an unincorporated community. Virtually all of our students (93%) fall into the category of "unduplicated count" students. 50% of our students are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly strengthen and increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of rigorous, standards-based instruction and assuring that all students have access to benefit from it is being accomplished for our students through greatly expanded professional development and instructional materials. Instructional materials to help teachers adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. Teachers, parents and students are deeply involved in higher level thinking skills both in the classroom and increasingly in co-curricular experiential learning activities made possible with supplemental and concentration grant funding. These actions and services are critically important to ameliorate the

barriers created by rural poverty. Similarly, technology resources made available through this funding are linking our students to online learning and thinking in ways unimaginable just a few short years ago. Other strategies deployed with these funds have increased in both quantity and quality in excess of the 32.99% over what we could have provided without these funds:
• Professional development
• Supplemental instructional materials to differentiate instruction
• Remediation and acceleration programs
• Extended learning time (before and after school, summer school)
• Technology
• Maintain instructional staff and support

Because virtually all of our students are "unduplicated count", all of these actions and services are delivered schoolwide.