

# 2019-20 LCAP Annual Update

2019-20 Annual Update



LEA Name

Cucamonga School District

Contact Name and Title

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 1

Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

### Metric/Indicator

Increased achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores by 5%.

(Performance of Standardized Tests)

### 19-20

Increase both 2018-2019 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)

## Expected

### Baseline

Overall in 2016-2017 on the Preliminary SBAC assessment for 3rd grade, 35% percent of our students met or exceeded standard. That is an increase of 2% of our students met or exceeded standard. On the claim of reading students scored 57% near/at/above grade level. That is an increase of 2% of our students scored near/at/above grade level.

Overall in 2016-2017 ELA Preliminary SBAC Assessment for 6th grade, 40% percent of our students met or exceeded standard. That is a 1% increase in percentage overall over the previous year. On the claim of reading students scored 62% near/at/above grade level. On the claim of reading that is an increase by 2% for students near/at/above grade level.

### Metric/Indicator

Our goal is to meet the annual target as set by the state and federal government.

(Share of ELs that became English Proficient)

### 19-20

Our goal is to meet the annual target as set by the state and federal government.

(Share of ELs that became English Proficient, AMAOs)

### Baseline

In 2014 - 2015 CSD had 16.8% of students less than 5 years in EL attain English Proficiency and 56.7% of students 5 years or more in EL attained English Proficiency.

### Metric/Indicator

Our annual reclassification goal is 15%

(EL Reclassification Rate)

### 19-20

Our annual reclassification goal is 15% per year.

(EL Reclassification Rate)

## Actual

Expected

Actual

**Baseline**

In 2015-2016 CSD reclassified 25% of students. Our annual goal is 15%.

(EL Reclassification Rate)

**Metric/Indicator**

The API is no longer utilized in California. More direction is forthcoming from ESSA.

(Performance on standardized tests)

**19-20**

The API is no longer utilized in California. More direction is forthcoming from ESSA.

(Performance on standardized tests)

**Baseline**

The API is no longer utilized in California. More direction is forthcoming from ESSA.

**Metric/Indicator**

Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.

(Implementation of CCSS for all students, including EL)

**19-20**

Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.

**Baseline**

The 2016-2017 professional development logs showed 19 different training opportunities for a variety of grade levels in ELA.

Out of those opportunities 92% of teachers and 59% of classified instructional aides attended the training offered. That is an increase in attendance percentage by 10% for teachers and an increase in attendance by 2% for classified instructional aides.

Expected

Actual

Empty rectangular box for expected values.

Empty rectangular box for actual values.

### 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

1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.

Large empty rectangular box for expected values for Action 1.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000

3000-3999: Employee Benefits Supplemental and Concentration \$2,257

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000

4000-4999: Books And Supplies Supplemental and Concentration \$150

5000-5999: Services And Other Operating Expenditures Title II \$4,000

Five empty rectangular boxes for actual values corresponding to the categories in the previous block.

#### Action 2

1.2 Continue technology training for all instructional staff and parents to enhance student learning.

Large empty rectangular box for expected values for Action 2.

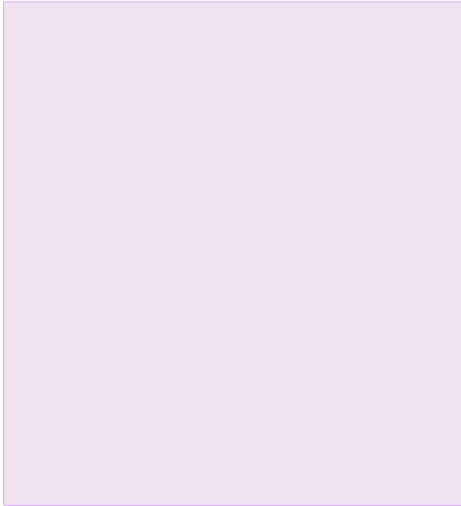
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

5000-5999: Services And Other Operating Expenditures Title II \$8,000

Two empty rectangular boxes for actual values corresponding to the categories in the previous block.

#### Action 3

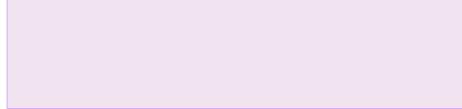
1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading.  
 1.4 Collaboration/PLC  
 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia.  
 1.6 Continued training in Common Core.



5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,500



5000-5999: Services And Other Operating Expenditures Title II \$89,500



**Action 4**

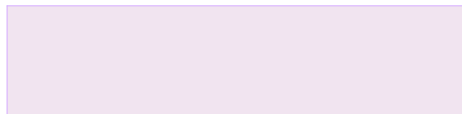
1.7 Refine and continue Full Day Kindergarten Program



1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$514,528



3000-3999: Employee Benefits Supplemental and Concentration \$173,915

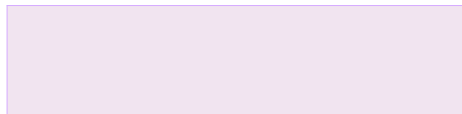


**Action 5**

1.8 Maintain librarian salaries and provide resources for school libraries to increase student literacy primarily directed towards the unduplicated population.



2000-2999: Classified Personnel Salaries Supplemental and Concentration \$110,997



3000-3999: Employee Benefits Supplemental and Concentration \$56,621

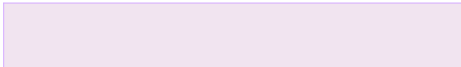


4000-4999: Books And Supplies Supplemental and Concentration \$40,000



**Action 6**

Moved to Goal 3 Action 1



\$0



**Action 7**

1.10 Continued Professional Development for all Instructional Staff in reading instruction.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$205,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,942

3000-3999: Employee Benefits Supplemental and Concentration \$49,073

### Action 8

1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the unduplicated population. Additional instructional time is a research based practice that will lead to higher achievement.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$740,138

3000-3999: Employee Benefits Supplemental and Concentration \$167,049

### Action 9

Moved to Goal 3 Act 1

0

### Action 10

1.13 Additional Supplemental Material will be available for student use to support the new ELA/ELD materials adoption.

4000-4999: Books And Supplies Supplemental and Concentration \$38,645

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,517

### Action 11

1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$355,726

		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,843	
		3000-3999: Employee Benefits Supplemental and Concentration \$125,734	
		4000-4999: Books And Supplies Supplemental and Concentration \$1,200	
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,300	

## Action 12

1.16 Technology Device Increase and Refresh for Digital Literacy.

		FD 40 RS 9870 4000-4999: Books And Supplies Special Reserve for Capital Outlay \$350,000	
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$213,404	
		5000-5999: Services And Other Operating Expenditures Title IV \$6,834	

## Action 13

1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy

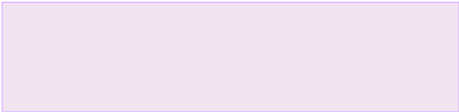
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$92,612	
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$131,777	



lessons based on individual skill levels.  
 1.18 Maintain TOA position for Technology Integration.  
 1.19 Maintain tech support positions to support the network and added devices  
 1.20 Continue technology training for all instructional staff and parents to enhance student learning.



3000-3999: Employee Benefits Supplemental and Concentration \$82,776



4000-4999: Books And Supplies Supplemental and Concentration \$1,000



5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500

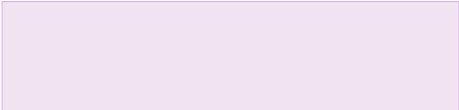


**Action 14**

1.21 Maintain early intervention/extension classes delivered through push in and pull out models



1000-1999: Certificated Personnel Salaries Title I \$272,418

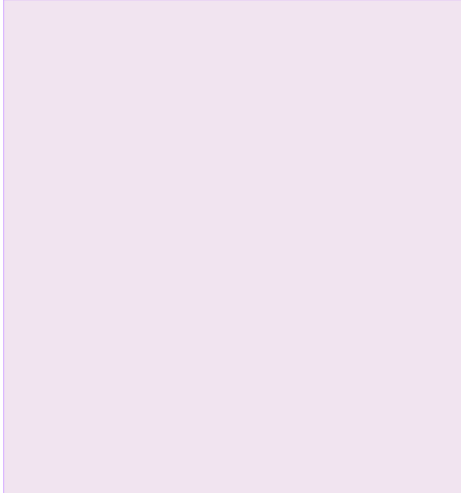


3000-3999: Employee Benefits Title I \$61,484

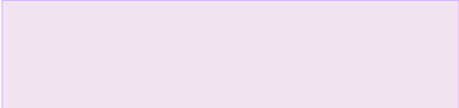


**Action 15**

1.22 ED Svcs personnel will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the duplicated population.



1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$119,164



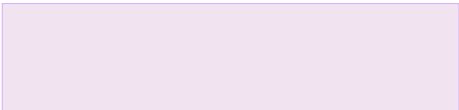
2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,069



3000-3999: Employee Benefits Supplemental and Concentration \$54,681



4000-4999: Books And Supplies Supplemental and Concentration \$1,500



# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 2

Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)</p> <p>(Rate of Teacher Misassignment)</p> <p><b>19-20</b> Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)</p> <p><b>Baseline</b> In 2016-2017, 100% of teachers appropriately assigned and credentialed. (Credential Report).</p>	
<p><b>Metric/Indicator</b> Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)</p> <p>(Student access to standards-aligned instructional materials)</p>	

Expected

Actual

**19-20**

Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)

**Baseline**

In 2016-2017, 100% of students have access to standards aligned curriculum and materials.(Williams Report).

**Metric/Indicator**

Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)

(Facilities in good repair)

**19-20**

Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)

**Baseline**

In 2015-2016, 94.44% of facilities have a good or higher rating with minimal deficiencies. (FIT Report)

**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**

2.1 Maintain 100% of teachers appropriately assigned and credentialed.

1000-1999: Certificated Personnel Salaries LCFF \$7,351,518

3000-3999: Employee Benefits LCFF \$1,659,238

1000-1999: Certificated Personnel Salaries Special Education \$1,598,479

3000-3999: Employee Benefits Special Education \$360,776

**Action 2**

2.2 Maintain 100% of students having access to standards aligned curriculum and materials.

4000-4999: Books And Supplies LCFF \$20,000

### Action 3

2.3 Continuance of Deferred Maintenance Program.

2000-2999: Classified Personnel Salaries LCFF \$314,311

3000-3999: Employee Benefits LCFF \$118,757

4000-4999: Books And Supplies LCFF \$298,308

5000-5999: Services And Other Operating Expenditures LCFF \$273,200

### Action 4

2.4 Continue part time custodial services to enhance student health and safety.

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,094

3000-3999: Employee Benefits Supplemental and Concentration \$11,162

## Analysis

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# Annual Update for the 2019–20 Local Control and Accountability Plan Year

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## Goal 3

Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

### Metric/Indicator

Increase of 5% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments)

(Performance on standardized tests)

### 19-20

Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).

## Expected

### Baseline

Increase of 5% achievement for all students over baseline (Preliminary CAASPP Scores and District Benchmark Assessments). This goal was not met for the over all Math on the SBAC.

This goal was not met for math SBAC, but there was growth, a 2% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 42% near/at/above grade level. On the claim of concepts and procedures that is an increase by 1% near/at/above grade level.

Overall in 2016-2017 Preliminary Math SBAC Assessment for 6th grade, 20% percent of our students met or exceeded standard. That is an increase in 1% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 31% near/at/above grade level. On the claim of concepts and procedures that is decrease by 2% near/at/above grade level.

Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.

### Metric/Indicator

An increase in performance on district assessments in math.

(Other Indicators of student performance in required areas of study.)

### 19-20

An increase in performance on district assessments in math.

### Baseline

Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.

## Actual

## 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

3.1 Continue to refine and administer math assessments to 6th grade students

4000-4999: Books And Supplies Supplemental and Concentration \$272

### Action 2

3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.

Duplicate number included in Goal 1 Action 7

Duplicate number included in Goal 1 Action 7

### Action 3

3.3 Continue to use current intervention program and provide support training. (Will be paid out of site funds)

Duplicate # included in Goal 1 Action 13

### Action 4

3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed (Math and Science).

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000

3000-3999: Employee Benefits Supplemental and Concentration \$4,514

### Action 5

3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.

Duplicate number included in Goal 1 Action 7

Duplicate number included in Goal 1 Action 7

### Action 6

3.6 Maintain Math TOA

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,126

		3000-3999: Employee Benefits Supplemental and Concentration \$31,778	
		4000-4999: Books And Supplies Supplemental and Concentration \$1,000	
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500	

**Action 7**

3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4  
 3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000	
3000-3999: Employee Benefits Supplemental and Concentration \$2,257	

**Analysis**

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Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 4

Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

### Metric/Indicator

Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule

### 19-20

Maintain opportunities for intervention/enrichment services, and participation in electives, clubs and/or sports (AERIES Attendance Report and Master Schedule)

Cucamonga School District wants to see a decrease in the following:  
 Reduce Chronic absentee count in Cucamonga by 0.005% of the total district population.  
 Maintain a 0% Middle School Dropout Rate for the 2018 - 2019 school year.

Expected

Actual

**Baseline**

Opportunities for intervention/enrichment services will be increased. (AERIES Attendance Report and Master Schedule). This goal was met for participation, but not chronically absent.

The middle school increased the number of student in enrichment to 98% for a total of 736 students in 2016-2017. That is in an increase in number by 58 students and by 11% overall.

The middle school has 63% of their students in intervention, which is a total of 473 students. This occurred due to the implementation of the 7 period day, which provided more support for students than in the past. The middle school's increased the number of students in intervention by 391 total students.

A total of 488 of our students at the elementary school participated in intervention programs, which represents about 29% of our students at the elementary schools for 2016-2017 That is a decrease in number by 161 students and percentage by 8%.

A total of 766 of our students at the elementary school participated in our after school enrichment programs, which represents about 45% of our students at the elementary schools for 2016-2017. That is an increase in number by 146 students and percentage by 10%.

**Metric/Indicator**

100% of students are in required curriculum

(Student access and enrollment in all required areas of study)

**19-20**

100% of students are in required curriculum

**Baseline**

100% of students are in required curriculum. CSD wants to maintain that level every year.

**Metric/Indicator**

CSD wants to lower the chronic absenteeism rate every year.

(Chronic absenteeism rates)

## Expected

## Actual

### 19-20

CSD wants to lower the chronic absenteeism rate every year.

### Baseline

A total of 236 students or 9.5% of the total student population were chronically absent in 2014-2015. A total of 185 students or 7.3% of the total student population were chronically absent in 2015-2016. That is an increase of 51 students and 2.2% increase overall.

### Metric/Indicator

CSD wants no student dropouts at the middle school level.

(Middle School Dropout Rate)

### 19-20

CSD wants no student dropouts at the middle school level.

### Baseline

The percentage of middle school dropouts in 2016-2017 was 0%

### Metric/Indicator

CSD wants to increase the attendance rate yearly.

(School Attendance Rates)

### 19-20

CSD wants to increase the attendance rate yearly.

### Baseline

In 2016-2017 the Actual Attendance Rate was 95.40%

## 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

4.1 Continue implementation of intervention/enrichment programs

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$236,660

3000-3999: Employee Benefits Supplemental and Concentration \$74,368

4000-4999: Books And Supplies Supplemental and Concentration \$16,000

## Action 2

4.2 Maintain personnel, time and increased course offerings for students electives.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$73,010

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$300

3000-3999: Employee Benefits Supplemental and Concentration \$18,194

## Action 3

4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,500

3000-3999: Employee Benefits Supplemental and Concentration \$7,110

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,200

## Action 4

4.4 Material cost for 7th period at the Middle School.

5000-5999: Services And Other Operating Expenditures

		Supplemental and Concentration \$20,000	
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### Action 5

4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs		No additional cost associated with this service.	
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### Action 6

4.6 Continue and maintain summer school program.		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,214	
		3000-3999: Employee Benefits Supplemental and Concentration \$3,208	
		4000-4999: Books And Supplies Supplemental and Concentration \$700	
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$58,500	

## Analysis

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## Goal 5

Decrease the number of student referrals, suspension, and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

### Metric/Indicator

Reduce number of student referrals, suspensions, and expulsions by 2% over previous school year (AERIES - Suspension and Expulsion Reports)

(Student suspension rates)

### 19-20

Reduce number of student referrals, suspensions, and expulsions by 2% over 2018 - 2019 (AERIES - Suspension and Expulsion Reports)

Expected

Actual

**Baseline**

Reduce number of student referrals, suspensions, and expulsions by 2% over baseline (AERIES – Suspension and Expulsion Reports) This goal was met for student referrals, but not for suspensions and expulsions.

There were 1489 student referrals in 2016-2017. There were 1720 student discipline reports in 2015-2016. That is a decrease of 231 referrals or 13% for the 2016-2017 school year.

The 106 students were suspended increased by 29 students in 2016-2017 over the previous year.

In the 2016 - 2017 school year CSD had 165 suspensions for a total of 336 days. The total number of suspensions increased by 55 incidents and overall by 33%. The number of suspension days increased by 33% or 111 days.

**Metric/Indicator**

The district will use the CHKS biannually to measure school climate. CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings.

(Other Local Measures)

**19-20**

CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings.

**Baseline**

In 2015-2016 82% students felt safe at school.

**Metric/Indicator**

CSD will reduce the number of expulsions each year.  
(Student expulsion rates)

**19-20**

CSD will reduce the number of expulsions each year.

**Baseline**

Expected

Actual

CSD had 2 expulsions in 2016-2017. That is an increase of 1 expulsion

### 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

5.1 Continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,696

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$89,136

3000-3999: Employee Benefits Supplemental and Concentration \$38,579

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

5000-5999: Services And Other Operating Expenditures LEA Medical \$73,500

5700-5799: Transfers Of Direct Costs Title IV \$40,000

#### Action 2

5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development cost for the system and safety. Additional classified support for RCD In-School Solution

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,382

program in PBIS framework and additional counseling time. PBIS coaching stipend added.

3000-3999: Employee Benefits Supplemental and Concentration \$16,617

2000-2999: Classified Personnel Salaries Title I \$69,286

3000-3999: Employee Benefits Title I \$10,939

### Action 3

5.5 Maintain school psychologist

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$101,644

3000-3999: Employee Benefits Supplemental and Concentration \$30,724

### Action 4

5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. -

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$28,100

## 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 6

Increase Parent Participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase parent participation by 5% over baseline(Sign-In Sheets, Surveys, Parent Count, and Online Communication)</p> <p>(Promotion of parent participation)</p> <p><b>19-20</b>            Increase parent participation by 5% over baseline (Parent Count)</p> <p><b>Baseline</b>            Increase parent participation by 5% over baseline(Sign-In Sheets). This goal was met and exceeded.</p> <p>in CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.</p>	
<b>Metric/Indicator</b>	

Expected

Actual

Staff including parent liaisons use multiple methods of communication to increase parent input.

(Efforts to seek parent input)

**19-20**

CSD wants to expand efforts yearly to increase parent input.

**Baseline**

In CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.

**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**

6.1 Through Site Parent liaisons: Continue to increase two way communication

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,199

3000-3999: Employee Benefits Supplemental and Concentration \$5,983

**Action 2**

6.2 Maintain parent classes and community resources based on parent needs.

4000-4999: Books And Supplies Title I \$7,628

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000

3000-3999: Employee Benefits Supplemental and Concentration \$82



4000-4999: Books And Supplies Supplemental and Concentration \$1,000

### Action 3

6.3 Maintain parent centers at sites to increase two way communication by researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).

4000-4999: Books And Supplies Supplemental and Concentration \$4,800

### Action 4

6.4 Maintain updated school and District website information and communication to parents.  
6.5 Contribute information and communication to parents for school and District website.  
6.6 Continue to increase communication with the unduplicated populations

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,050

## 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### 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

### 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### 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

### 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### 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

### 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

## Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

### 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

### 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 Local Control Funding Formula (LCFF) Evaluation Rubric

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

# Instructions:

## Annual Update

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

## 2019-20 LCAP Annual Update Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
LEA Medical		
Special Education		
Special Reserve for Capital Outlay		
Supplemental and Concentration		
Title II		
Title IV		

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		
1000-1999: Certificated Personnel Salaries		
2000-2999: Classified Personnel Salaries		
3000-3999: Employee Benefits		
4000-4999: Books And Supplies		
5000-5999: Services And Other Operating Expenditures		
5700-5799: Transfers Of Direct Costs		
5800: Professional/Consulting Services And Operating Expenditures		
6000-6999: Capital Outlay		

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
	Supplemental and Concentration		
1000-1999: Certificated Personnel Salaries	LCFF		
1000-1999: Certificated Personnel Salaries	Special Education		
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration		
1000-1999: Certificated Personnel Salaries	Title I		
2000-2999: Classified Personnel Salaries	LCFF		
2000-2999: Classified Personnel Salaries	Supplemental and Concentration		
2000-2999: Classified Personnel Salaries	Title I		
3000-3999: Employee Benefits	LCFF		
3000-3999: Employee Benefits	Special Education		
3000-3999: Employee Benefits	Supplemental and Concentration		
3000-3999: Employee Benefits	Title I		
4000-4999: Books And Supplies	LCFF		
4000-4999: Books And Supplies	Other		
4000-4999: Books And Supplies	Special Reserve for Capital Outlay		
4000-4999: Books And Supplies	Supplemental and Concentration		
4000-4999: Books And Supplies	Title I		
5000-5999: Services And Other Operating Expenditures	LCFF		
5000-5999: Services And Other Operating Expenditures	LEA Medical		
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration		
5000-5999: Services And Other Operating Expenditures	Title II		
5000-5999: Services And Other Operating Expenditures	Title IV		
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration		
5700-5799: Transfers Of Direct Costs	Title IV		
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration		
6000-6999: Capital Outlay	Supplemental and Concentration		

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>

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



<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>		
<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Funding Sources		
LEA Medical		
Special Education		
Special Reserve for Capital Outlay		
Supplemental and Concentration		
Title II		
Title IV		

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<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>		
<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Funding Sources		
LEA Medical		
Special Education		
Special Reserve for Capital Outlay		
Supplemental and Concentration		
Title II		
Title IV		