

2019-20 LCAP Annual Update

2019-20 Annual Update



LEA Name

Taft Union High

Contact Name and Title

Dr. Blanca G. Cavazos
Superintendent

Email and Phone

bcavazos@taftunion.org
(661) 763-2300, extension 330

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

The district will provide rigorous and relevant instruction that prepares students to be career, college and future ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment: 19-20 Maintain the increase from 2018-2019, pending credentialing trends. Baseline 96% are fully credentialed and appropriately assigned.	
Metric/Indicator Priority 1(b): Basic Services: Pupils access to standards-aligned materials 19-20 All pupils have access to standards-aligned materials and ensure materials are appropriately aligned, per state adoption availability. Baseline	

Expected

All pupils have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability.

Metric/Indicator

Priority 1(c): Basic Services: School facilities maintained in good repair-

- Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report

19-20

Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report

Baseline

Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report

Metric/Indicator

Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards:

- Teachers across curricular areas have partially implemented CCSS and substantially implemented ELD standards.

19-20

Increase the percentage of teachers receive CCSS professional development to 90%

Teachers across curricular areas will substantially to fully implemented CCSS and substantially implemented ELD standards as reported on faculty survey.

All core area departments will engage in summer curriculum development to support common core standards.

Baseline

90% of teachers receive CCSS professional development

Metric/Indicator

Priority 2(b): Implementation of State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards

19-20

Actual

Expected

Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.

Continue to implement state standards in core subject areas and ELD

Create a Level 3 ELD class for additional support to ELD students

100% of bilingual aides will receive professional development in SDAIE strategies for working with students

Tutoring available through AVID tutors are available and bilingual aides after school.

Baseline

Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.

100% of bilingual aides will receive professional development in SDAIE strategies for working with students

Metric/Indicator

Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts:

19-20

Increase the students meeting or exceeding standards by 3% from 2019.

Decrease the students scoring not met by 3%

Baseline

Students scoring met or exceeded standard 37% Students nearly met 29%

Students not meeting standard: 33%

Metric/Indicator

CAASPP-Overall Achievement in Math

19-20

Increase the students meeting or exceeding standards by 3% and decrease the students scoring not met by 3% on CAASPP.

Baseline

Students scoring met or exceeded standard 16%. Students nearly met 27%

Students not meeting standard: 57%

Actual

Expected

Actual

Metric/Indicator

CAASPP- Subgroups

19-20

Socially Economically Disadvantaged: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.

English Learners: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.

Students with Disabilities: We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.

Baseline

Socially Economically Disadvantaged on CAASPP Students scoring met or exceeded standard

26% ELA

13% Math

Students nearly met

29%ELA

28%Math

Students not meeting standard:

35% ELA

60% Math

English Learners:

Students nearly met

11%ELA

10%Math

Students not meeting standard:

89% ELA

90%Math

Students with Disabilities

Students nearly met

13%ELA

0%Math

Expected

Actual

Students not meeting standard:
88% ELA
100% Math

Metric/Indicator

CELDT 2014-2015 (District):

19-20

Increase students scoring Level 3 and Level 4 by 1%

Baseline

Transition to ELPAC in 2017-18

Metric/Indicator

Priority 4(c): Pupil Achievement: UC/CSU/Technical Education

19-20

Increase the number of students meeting A-G requirements by 1%. Increase district wide CTE enrollments by 1%

Baseline

Students graduating with A-G requirements in 15-16 was 25%

Student enrollment in CTE courses was 929 for the 15-16 school year with 54 completers

Metric/Indicator

Priority 4(d): Pupil Achievement: CELDT Progress

19-20

N/A

Baseline

Transition to ELPAC and establish baseline 2017

Metric/Indicator

Priority 4(e): Pupil Achievement EL Reclassification Rate:

19-20

Increase redesignation rate by 2% from previous year.

Baseline

Redesignation rate FEP 2015-16 baseline of 26.4%

Metric/Indicator

Expected

Priority 4(f): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher:

19-20

Percentage of pupils passing AP exams will increase by 2% from previous year.

Baseline

2015-16 38.5% passed with a score of 3 or better

Metric/Indicator

Priority 4(g): Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other)

19-20

EAP preparedness - percentage of students demonstrating preparedness will grow by 3% from previous year in Math and English.

Baseline

English 2015-16

- Prepared 14%
- Partially Prepared 32%

Math 2015-16

- Prepared 4%
- Partially Prepared 11%

Metric/Indicator

Priority 5(a): Pupil Engagement: School attendance rates

19-20

Increase by 1% from previous year.

Baseline

2015-16 Attendance rate 92%

Metric/Indicator

Priority 5(b): Pupil Engagement: Chronic Absenteeism rates

19-20

Decrease current Chronic Absenteeism rate by 1% from the previous year

Baseline

2015-16 12%

Metric/Indicator

Priority 5(c): Pupil Engagement: Middle School Dropout rate

Actual

Expected

Actual

19-20

N/A

Baseline

N/A

Metric/Indicator

Priority 5(d): Pupil Engagement: High School Dropout rate

19-20

Maintain High School Dropout rate of less than 2%

Baseline

2015-16 dropout rate 2.5

Metric/Indicator

Priority 5(e): Pupil Engagement: Graduation Rate

19-20

Maintain graduation status

Baseline

2015-16 93.7%

Metric/Indicator

Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study

19-20

Increase enrollment in advanced math class by 3% as measured by course enrollment in Advanced Math courses in Adv. Alg, Alg, AP Statistics, and AP Calculus.

Maintain 90% student enrollment in rigorous College preparatory (UC A-G) coursework.

Maintain 76% student enrollment in CTE coursework

Baseline:

Advanced Math Courses: - Advanced Math enrollment 25%

Career pathway: 486 concentrators and 54 completers

Increase the number of concentrators and completers by 10 students.

Baseline

Increase enrollment in advanced math class by 3%. Maintain 90% student enrollment in rigorous College preparatory (UC A-G) coursework

Expected	Actual
<p>Maintain 76% student enrollment in CTE coursework</p> <p>Baseline:</p> <p>Advanced Math Courses: - Advanced Math enrollment 25%</p> <p>Career pathway: 486 Concentrators and 54 completers</p>	
<p>Metric/Indicator</p> <p>Priority 7 (b): Course access: Programs/services for</p> <p>19-20</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings.</p> <p>Baseline</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings.</p>	
<p>Metric/Indicator</p> <p>Priority 7 (c): Course Access: Exceptional Needs</p> <p>19-20</p> <p>Continue to assign Goalbook and assess annually as part of IEPs.</p> <p>Baseline</p> <p>Continue to assign Goalbook and assess annually as part of IEPs.</p>	
<p>Metric/Indicator</p> <p>Priority 8: Pupil Other Outcomes</p> <p>19-20</p> <p>Increase areas of Aerobic Capacity and Body Composition by 1% from previous year.</p> <p>Baseline</p> <p>2015-16</p> <p>*57.5% for aerobic capacity</p> <p>*60.1% for aerobic capacity</p>	

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

Maintain an appropriately assigned and credentialed teaching staff.

\$1,727,389 Certificated Salaries & Benefits - MATHEMATICS (\$637,013.37), Science (\$536,109.00), and English (\$554,266.72) 1000-1999: Certificated Personnel Salaries Base 1,727389.09

Action 2

Using supplemental and concentration money the District has been able to maintain small class sizes in our ELD sections with B section classes that include a bilingual aide to assist English Learners in language acquisition as it relates to the content. These classes are taught by our B section teachers and the small size allows for more personalized instruction for unduplicated students with support from the bilingual aides.

The data shows that 58% of our unduplicated students are not at standard, therefore, funding also allows the District to offer smaller than average general section social science class sizes that allows teachers to provide more direct assistance to these unduplicated students. Without using supplemental and concentration money, many of these sections would have to be cut and unduplicated students would be in large classes due to current funding limitations. Large classes would result in less personalized instruction for the unduplicated students. For these

\$695,429 Certificated Salaries & Benefits - SOCIAL SCIENCE (\$581,597.06) and ELD (\$113,831.86) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 581,597.06

\$695429 Certificated Salaries & Benefits - SOCIAL SCIENCE (\$581,597.06) and ELD (\$113,831.86) 3000-3999: Employee Benefits Supplemental and Concentration 113831.86

reasons, this action greatly increases and improves services for unduplicated students that would not be available otherwise.



Action 3

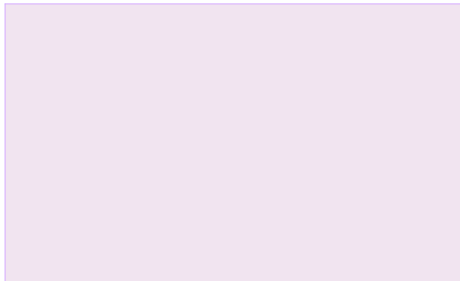
Continue with IlluminateEd to enable teachers and departments to analyze student achievement data to assist in classroom instructional strategies, benchmarks, and formative assessments. State standards-based assessments given throughout the year will improve CAASPP assessment rates. Additionally, staff will use reporting from programs that support instruction (e.g. “No Red Ink”, IXL - math, IXL - Spanish, Accelerated Reader, Read 180, System 44, Albert AP) to inform grade-level instruction. The data will guide instructional support for students. These strategies are principally directed for English Learners and low-income students by quickly identifying areas of need for targeted classroom intervention and since the district is over 60% low socio-economic this is a school-wide implementation. Interim block assessments will be incorporated in Math and English content areas and the data provided by these assessments will be used department-wide to inform instruction.



\$12,500 Prof Svcs \$55,000
Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43594.65



\$12,500 Prof Svcs \$55,000
Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 3000-3999: Employee Benefits Supplemental and Concentration 14746.54



\$12,500 Prof Svcs \$55,000
Certificated Salaries (Illuminate - \$8,650, Albert IO - \$800, Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12500



Action 4

Continue to implement standards-aligned instructional materials in English Language Arts, Math and Social Science using action plans created by each department. Purchase standards-aligned instructional materials for chemistry and calculus courses. Focus will be placed on universal learning strategies and content included in textbook adoption for unduplicated student support principally directed for English learners and socio-economically disadvantaged students.

Provide professional development for teaching staff on how to use the digital content available through online texts to assist unduplicated students.

As Fine Arts curriculum and materials require updating, CCSS-aligned materials will be purchased.

\$7,000 Prof Svcs - APEX
Licenses 5000-5999: Services
And Other Operating
Expenditures Supplemental and
Concentration 7000

Action 5

Continue to Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide the support of bilingual instructional assistants in other academic areas. Continue to provide professional development for teachers and instructional assistants that specifically meet the needs of English Learners, Special Education students, and

\$95,757.15 Certificated Salaries -
(\$63,885.00 - 1000-1999
Certificated Salaries) & Benefits
(\$31,872.15 - 3000-3999
Certificated Benefits) - M. DAVIS
LITERACY CLASS

1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration 63885.00

socio-economically disadvantaged students during District professional development days and workshops.

Expand support of EL students and special education students through the use of System 44 and Read 180 to provide a personalized learning experience for students who are reading two or more years below grade level. The curriculum will be used to address the learning gaps.

\$95,757.15 Certificated Salaries - (\$63,885.00 - 1000-1999 Certificated Salaries) & Benefits (\$31,872.15 - 3000-3999 Certificated Benefits) - M. DAVIS LITERACY CLASS 3000-3999: Employee Benefits Supplemental and Concentration 31872.15

Action 6

Continue to maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report by repairing any facilities that are marked less than "Good".

\$600,000 Classified Salaries
\$200,000 Supplies
\$225,000 Prof Svcs
2000-2999: Classified Personnel Salaries Base \$1,025,000

Action 7

With the new modified schedule to allow for sheltered student support time two days a week, students will be given supplemental instruction opportunities with instructional aides and AVID tutors beyond the school day. Instructional supports (AVID tutoring, etc.) during and beyond the school day will be principally directed towards effectively meeting the needs of English Learners, homeless/foster students and low-income students needing additional assistance.

(a) \$200,000 Certificated Salaries
(a) \$50,000 Classified Salaries
1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,000

(b) \$15,000 Professional Services
1000-1999: Certificated Personnel Salaries Base 15,000

Additionally, the new modified schedule will allow for departments to develop and analyze data from common assessments and benchmarks. With this data analysis, departments will make informed instructional decisions along with allowing for intervention for students in need of additional individualized support.

Develop Multi-Tiered Systems of Support (MTSS) in Math and English through professional development and curriculum development opportunities for staff. Faculty will visit high-performing schools as they develop the MTSS system for the District.

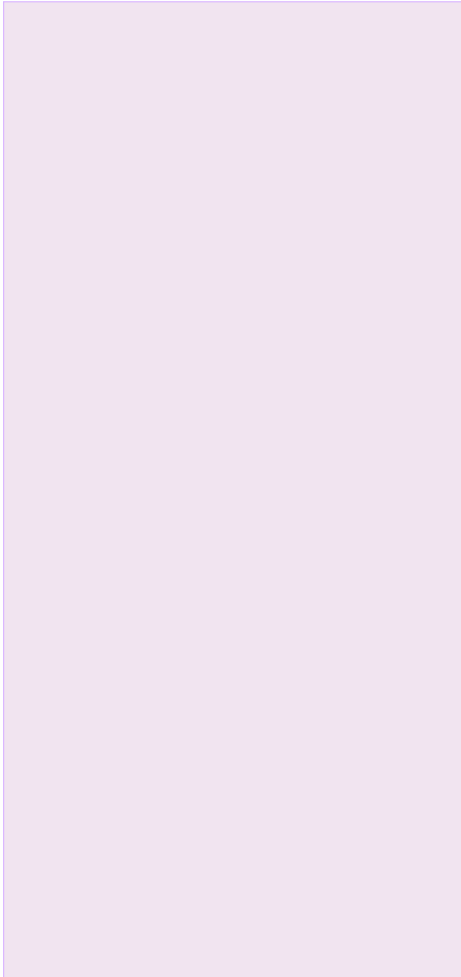
Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff, including electronic help resources. Along with access will come instruction on the use of technology for academic purposes, with an emphasis on meeting the needs of low-income students and English Learners.

Continue support of the co-teaching model for Special Education through regular professional development and consultation (eight days) with both the general education teacher and the special education teacher. These strategies are principally directed to meet the needs of low-

income students and English Learners.

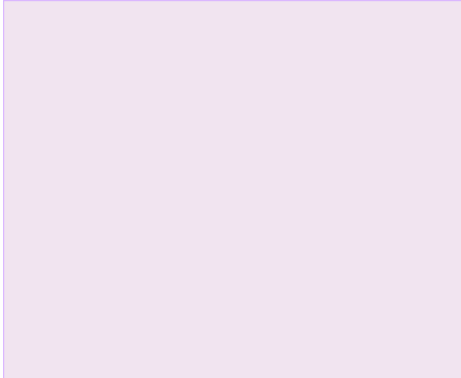
ELA department will continue to use “No Red Ink” to improve writing through grammar instruction and Accelerated Reader to improve reading fluency and comprehension. ELA department will work alongside other departments to develop a Writing Across the Curriculum Plan. ELA department will also explore a department wide assessment of students in the 3rd quarter to ensure that they are appropriately placed for the following school year.

Math department will explore the resequencing of math courses and a possible 3rd year math requirement to address the academic needs of students. The Math department will continue to use IXL to support the learning needs of students.

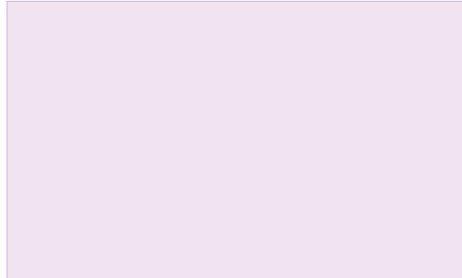


Action 8

Continue to maintain career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum modules for grades 10-12. Visits to colleges, fine arts festivals, and/or businesses will continue. Strategies are principally directed towards exposing low income, English Learners and



\$140,000 Certificated Salaries & Benefits (CTE Director - \$55,695.5+\$20,241.84; Success 101 Teachers - \$73130.24+30309.71) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 149067.58



\$3,000 Supplies 4000-4999: Books And Supplies



Homeless/Foster students to future college/career planning.

Continue to pursue A-G approval in electives and CTE courses.

Continue implementation of the College Bound Parent Meeting. This meeting engaged all parents of students preferenced in AP and A-G level courses for the 2019-20 school year in an attempt to address the dropout rate in these higher level courses at the semester. This meeting included an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming school year. (In its first year, the College Bound Meeting had 245 parents in attendance with their students).

Supplemental and Concentration
\$3000

Action 9

With the reduction in faculty, the career center has been closed yet, we will continue to maintain employment-related training and career guidance through the Success 101 class for freshmen and modules for grades 10-12 using the Career Choices curriculum and within the courses of the 11 career pathways available to students. Within the current offering of courses, staff will explore the possible inclusion of other disciplines into current pathways (ex: translation in medical and/or law enforcement)

0 1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration 0

0 4000-4999: Books And
Supplies Supplemental and
Concentration 0

and the formation of pathways within current courses (ex: Visual and Performing Arts).

Action 10

Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff. Including electronic help resources. Along with access will come instruction on the academic use of technology for academic purposes. Principally direct to meet the needs of unduplicated students since over 60% of our school is low socio-economic providing access to technology at school and home is done school-wide.

Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 43594.65

Director Ed Tech Salary & Benefits (1/3) - \$43,594.65 + \$14,746.54 3000-3999: Employee Benefits Supplemental and Concentration 14746.54

Action 11

Continued participation in the ELD Network to determine best practices and supports for our EL students. Additional support of EL students through the exposure to System 44 and Read 180 curriculum in both their ELD class and in a Read/Write course offered to reinforce needed foundational skills.

Continue Universal Design for Learning (UDL) training to address the needs of English Learners and Special Education students.

Renewal of Read 180 Software License 5700-5799: Transfers Of Direct Costs Title V 5000

Certificated Sub - Release Time for EL Network @ 4 meetings annually, all day (7 hours daily) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 840

Certificated Sub - Release Time for EL Network @ 4 meetings annually, all day (7 hours daily) 3000-3999: Employee Benefits Supplemental and Concentration 168

Professional Development OR
Training Services Cost - UDL
5700-5799: Transfers Of Direct
Costs Supplemental and
Concentration 2400

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 Rubrics, as applicable.

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

To assist students and staff in developing personal awareness skills so they may contribute to a positive and collaborative learning/work environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5(a): Pupil Engagement: School attendance rates 19-20 Increase by 1% from previous year. Baseline 2015-16 Attendance rate 92%	
Metric/Indicator Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 19-20 Decrease current Chronic Absenteeism rate by 1% from the previous year Baseline 2015-16 12%	
Metric/Indicator Priority 5(c): Pupil Engagement: Middle School Dropout rate 19-20 N/A Baseline	

Expected	Actual
N/A	
Metric/Indicator Priority 5(d): Pupil Engagement: High School Dropout rate 19-20 Maintain High School Dropout rate of less than 2% Baseline 2015-16 dropout rate 2.5	
Metric/Indicator Priority 5(e): Pupil Engagement: Graduation Rate 19-20 Maintain current graduation rate. Baseline 2015-16 93.7%	
Metric/Indicator Priority 6 (a): School Climate: Pupil suspension rate 19-20 Maintain current suspension rate of less than 5% Baseline 2014-15 11.3%	
Metric/Indicator Priority 6 (b): School Climate: Pupil expulsion rate 19-20 Maintain expulsion rate of less than 1% Baseline 2014-15 .2%	
Metric/Indicator Priority 6 (c): School Climate: Other local measures (surveys): Focus Questions: School safety & Connectedness ? Continue to monitor "School Safety" 19-20 Increase feeling of safety by all groups by 3%. Increase feeling of being connected at school by 3% in all groups.	

Expected

Actual

Baseline

Feeling of safety at school

- Students responding positively 78%
- Parents/Community responding positively 84%, Staff responding positively 82%

Feel connected to school

- Students responding positively 74%
- Parents/Community 90%
- Staff responding positively 76%.

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

25 staff attending the Labor Management Institute, Release time for District Learning Team to meet quarterly.

Continue to implement A2A attendance monitoring. Principally directed towards targeting students attendance by increasing attendance and lowering the chronic absenteeism rate.

\$2,500 Certificated Staff Training
1000-1999: Certificated
Personnel Salaries Base \$2,500

Action 2

Maintain curriculum development and planning time as the District shifts to MTSS approach in addressing the varied needs of students in the district. Based upon the needs of students through the MTSS approach, 2019-20 planning to district

17660.54 Certificated Salaries -
PBIS Coordinator Salary &
Benefits 1000-1999: Certificated
Personnel Salaries Base
17660.54

faculty/staff/students and parents will be addressed. At Buena Vista High School, teams will continue with the implementation of PBIS and participate in ongoing professional development. Cost decreased to part-time salary for PBIS coordinator as implementation continues.

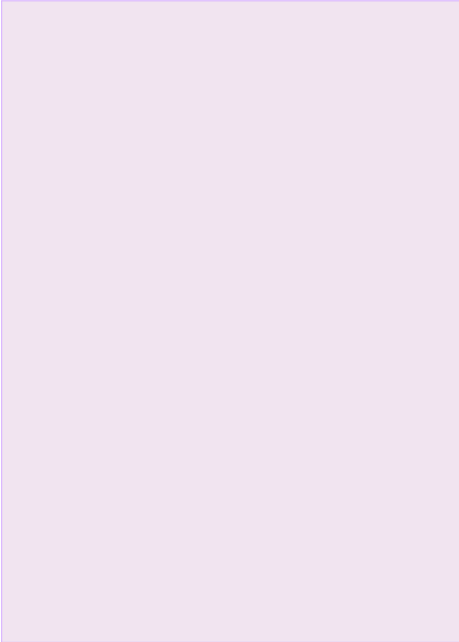
While efforts to address schoolwide systems of support for students develop, a continued focus on student recognition activities will remain. Wildcat to Watch and Feed the Brain recognition events highlight the academic excellence of students on a regular basis.



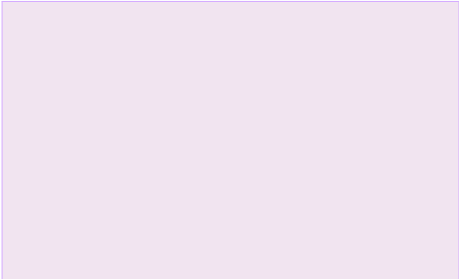
Action 3

Continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC) with the services of two full-time teachers. Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as needed.

Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.



\$100,000 Certificated Salaries -
ATS & PAC Salaries & Benefits
(\$167,206+81731.73
\$10,000 Professional
Development
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration 167206.00



\$100,000 Certificated Salaries -
ATS & PAC Salaries & Benefits
(\$167,206+81731.73
\$10,000 Professional
Development
3000-3999: Employee Benefits
Supplemental and Concentration
81731.73



\$100,000 Certificated Salaries -
ATS & PAC Salaries & Benefits
(\$167,206+81731.73
\$10,000 Professional
Development
5000-5999: Services And Other
Operating Expenditures
Supplemental and Concentration
10000

Action 4

Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness) and implementation of Link Crew program. Implement the Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something Anonymous Reporting System that provides 24/7/365 access to crisis intervention counselors and referrals.

\$20,000 Certificated Salaries
\$2,500 Supplies

1000-1999: Certificated
Personnel Salaries Base \$22,500

Action 5

Continue to implement Share911 workplace emergency management system that allows any employee to initiate emergency communication. Continue to implement RAptor Visitor Management System. Implement Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something Anonymous Reporting System that provides 24/7/365 access to crisis

Professional Services - Licensing
of Share 911 software 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
5000

intervention counselors and referrals. To continue developing a collaborative work environment, and promoting staff attendance at the annual training, staff are attending the Labor Management Institute during the summer. District will provide release time for District Learning Team members to meet quarterly and provide registration and housing for the summer training.



Analysis

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

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Goal 3

To increase parent and community participation that supports the preparation of students to be career, college and future ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making- 19-20 Continue with School Site Council participation at 10 or more parents Reintroduce Parent Project and reach out to incoming freshman parents. Maintain at least 30 parents attending Continue encouraging Parents to log into MyCATS and Increase from (current) 43.9% to 50% of parents logging in to MyCATS at least 11 times per month Baseline 10 parents as part of school site council 30 parents involved in parent project. 43.9% to 50% of parents using MyCats a min. of 11 times a month.</div>	
Metric/Indicator	

Expected	Actual
<p>Priority 3(b): Parental Involvement: Participation of Parents for Unduplicated Pupils</p> <p>19-20 Maintain parent participation in DELAC meeting to an average of 20 parents per meeting</p> <p>Baseline 2016-17 Parent participation in DELAC meetings averaged 157.</p>	
<p>Metric/Indicator Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs</p> <p>19-20 Increase participation in IEP process to 100%.</p> <p>Increase participation of parent meeting for AP students by 3% from 2017-18 benchmark</p> <p>Baseline 2016-2017 Parent participation 72% in IEP Process.</p>	

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

Maintain meetings of School Site Council (SSC), DELAC teams, and District Learning Team (DLT). Teams will revisit and revise the goals for the district.		\$5,000 Certificated Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	
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Action 2

Revisit parent education opportunities created through Parent Academy principally directed at serving Low-Income and English Learner student groups. Efforts to engage parents will include outreach through social		\$2,500 Certificated Stipends \$5,000 Classified Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500	
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media. Work with School Site Council and DELAC to set topics and dates early in the year.

Continue efforts to increase presence on social media through the District Facebook page. Work with the Video Production team to develop bilingual informational videos that parents can access online to learn how they can more actively participate in their students education.



Action 3

Continue education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network. Principally directed at serving Foster Youth, English Learners and Low-income parents.

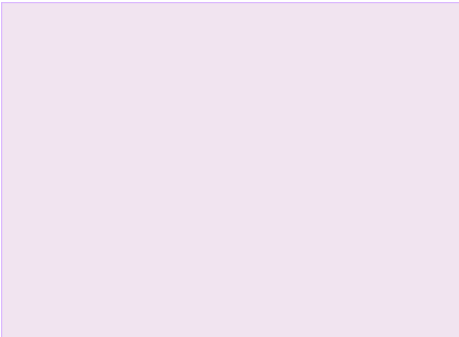


\$5,000 Certificated Salaries
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$3,000



Action 4

Efforts to establish a manageable and effective IEP process will continue in 2019-20. When all other methods of contact are unsuccessful, the District will conduct home visits with parents of pupils with exceptional needs who fail to attend the IEP meeting and participate in the process.



Transportation Cost - Mileage reimbursement for personal use of vehicles (or cost of utilizing District transportation). 5000-5999: Services And Other Operating Expenditures Base 500.00



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 Rubrics, as applicable.

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 4

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 Rubrics, as applicable.

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 5

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 Rubrics, as applicable.

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

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 Rubrics, as applicable.

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 Rubrics, as applicable.

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 Rubrics, as applicable.

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 Rubrics, as applicable.

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 Rubrics, as applicable.

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		
Supplemental and Concentration		

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
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		

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
	Supplemental and Concentration		
1000-1999: Certificated Personnel Salaries	Base		
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration		
2000-2999: Classified Personnel Salaries	Base		
2000-2999: Classified Personnel Salaries	Supplemental and Concentration		
3000-3999: Employee Benefits	Base		
3000-3999: Employee Benefits	Supplemental and Concentration		
4000-4999: Books And Supplies	Base		
4000-4999: Books And Supplies	Supplemental and Concentration		
5000-5999: Services And Other Operating Expenditures	Base		
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration		
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration		
5700-5799: Transfers Of Direct Costs	Title V		
5800: Professional/Consulting Services And Operating Expenditures	Base		
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration		

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

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