

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Ravendale-Termo Elementary School District		
Contact Name and Title	Jason Waddell Superintendent	Email and Phone	jwaddell@susanvillesd.org (530) 257-8200

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Ravendale-Termo Elementary School District is a K-8 District with one K-8 School, Juniper Ridge Elementary School, located in Termo, CA- approximately one hour North of Susanville, CA in Lassen County. The school site serves approximately 7 students in transitional kindergarten through eighth grade. During the 16-17 school year, the seven students represented grade levels from kindergarten through sixth grade. One certificated teacher works with the seven students with the assistance of a full-time classified employee that provides transportation via the District's vans, cooks meals for the students, provides occasional custodial duties and also serves as an instructional aide for the students. As an educational entity, Juniper Ridge Elementary School is a community of students, teachers, parents and staff who value education and support the development of the students in the community. This small school site offers students the ability to learn in a structured atmosphere where students can reach their full potential, becoming independent and responsible 21st Century Learners. The Ravendale-Termo School District has an unduplicated count of 76.92% with an enrollment at CBEDS (10/7/16) of 7. By the end of the year, we finished with 6 students. Two (2) of these students, or 33% are designated English Learners.

The school currently has RSP services delivered to the school through the Lassen County Office of Education. As part of these services, students have access to an RSP teacher, an adaptive PE teacher, a school psychologist, and a speech therapist via teletherapy. The number of hours and the frequency of visits is based upon individual students' IEP's. Per student IEP's, communication regarding student progress is mandatory.

LCAP HIGHLIGHTS

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

The 2017-2018 LCAP continues the District's focus on securing and training high quality staff to deliver quality first instruction. The District has purchased new curriculum and continues to invest time and energy into training staff to use the curriculum in the most effective manner. Another focus of this plan is to provide students with a safe and welcoming environment. The following are specific examples to highlight our efforts:

1. Recruit and retain quality teaching staff for our small school.
2. Improve campus safety concerns to better serve students and staff.
3. Provide students with tools to support their learning in the classroom.

REVIEW OF PERFORMANCE

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

The Ravendale-Termo Elementary School District has made good, steady progress on student performance as measured by the CAASPP results for the Spring 2016 test administration. 80% of students in math and 60% of students in ELA met or exceeded state standards. Due to the low number of students at the site, breakdowns by grade level and/or ethnic groups are not possible.

The District created a more safe and secure learning environment for the staff and students this past year with the purchase and installation of new blinds for the classrooms. Complaints from students about not being able to see the computer screens stopped after the blinds were installed and the glare from the sun was reduced.

Parent involvement was good this year as three parents completed the CHKS survey for parents. The survey results noted that parents are satisfied with the education and the school setting.

The District will be able to build upon this year's successes by continuing to communicate with parents through SurveyMonkey surveys, the District Website and parent/teacher conferences. Additionally, inclusion of parents in the LCAP process will continue to help provide a strong foundation for future plans.

GREATEST PROGRESS

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

Attendance Rates dropped this past year with a change-over of students. The small number of students in the school create a strong impact on attendance rates when even one student is absent frequently.

The District will closely monitor student attendance and intervene earlier when bad attendance patterns emerge with any of our students. Due to the small size of the school, the staff will look to build a stronger bond with families in order to profoundly impact attendance rates in a more positive manner.

GREATEST NEEDS

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

The District does not currently have any performance gaps to address.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

The following are examples of the significant ways that the Ravendale-Termo Elementary School District will increase or improve services to low-income students, Foster youth and English Learners:

1. The District will continue to employ an Instructional Aide to support the classroom teacher with the unduplicated students and their individual needs. The additional support time will allow the teacher to provide more one-on-one instructional time for each student by breaking down the classroom into small groups.
2. The District will purchase a new set of classroom calculators for the students to use with their mathematics work and STEM activities.
3. The District will continue to provide access to the iStation web-based program for students in order to monitor progress and provide skill-based support on foundational concepts.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$381,738.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$26,045.00

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

The District's General Fund Expenditures for 2017/18 total \$381,738.00. The majority of the expenditures not included in the LCAP are personnel costs with \$68,440 for certificated salaries, \$26,500 for classified salaries, \$49,707 for employee health benefits, retirement contributions, statutory employer payroll taxes and retiree health benefits. Books and Supplies account for \$24,099. Services and Other Operating accounts for \$183,847, this includes professional services some examples of professional services are: home to school transportation, liability insurance, technology support, routine restricted maintenance, and utilities. Other Outgo accounts for \$1,000 which includes the SELPA billback. Capital Outlay accounts for \$0. Transfers account for \$4,500, this includes transfers to the Cafeteria Fund. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

\$236,825.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

The Ravensdale-Termo Elementary School District will continue to provide all students with a rigorous and challenging education, focused instructional assistance, and the appropriate skills for college and career readiness. (2016-17)

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4A- Performance on Standardized Tests: 2014-2015 was the first administration of the CAASPPP. No data available to assess growth until Fall 2016; data will be available at the LEA, subgroup and school levels. Scores from 2015 assessment are:
Met/Exceeded in Math- Too few records to show results at each grade level.
Met/Exceeded in ELA- Too few records to show results at each grade level.

4B- CST Science: District will increase percentage of students scoring proficient or above in the 5th and 8th grade CST Science Assessment by 5%. There are currently too few student records to show results at each of the grade levels.

4C- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4D- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4E- English Proficiency: Our measurable outcome is that our EL Language proficiency level will increase by 1 (one) each school year. This year, 33% of our EL students grew by one level (AMAO 1).

4F- EL reclassification rate- Our rate of reclassified EL students will increase by 50% compared to this year's 0% increase (With only two EL students, this number likely will not increase each year).

4G- Share of students that pass AP exams with three or higher- Not relevant since we are a K-8 District.

ACTUAL

4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:
Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade.

4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)
4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).

4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.

4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.

4H- Share of students participating in the Early Assessment Program (EAP)- Not relevant because we are a K-8 District.

8A- The percent of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.

8A- The percent of students at grade level or higher on the iStation online assessment platform: The program was purchased late in the year and student access did not yet produce results for reporting.

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	
Actions/Services	<p>PLANNED Establish baselines and monitor student progress on CAASPP and other local benchmark assessments on an annual basis to determine success and to provide instructional focus on Standards clusters in ELA and Mathematics.</p>	<p>ACTUAL Given the small size of the grade levels, grade level reports are not available. However, schoolwide reports show can be used and reported. Individual growth is measured by administration and teacher.</p>
Expenditures	<p>BUDGETED No cost 0.00</p>	<p>ESTIMATED ACTUAL No cost 0.00</p>
Action	2	
Actions/Services	<p>PLANNED Provide iReady online software for Math and Language to support student learning while measuring outcomes on a monthly basis.</p>	<p>ACTUAL iReady would not provide their services to a small school site like JRES. Instead, the District was able to purchase the iStation program in order to measure student growth in math and language. iStation was a much cheaper program than anticipated.</p>
Expenditures	<p>BUDGETED Annual contract cost for iReady access for all students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000.00</p>	<p>ESTIMATED ACTUAL Purchased I-Station 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 498.00</p>
Action	3	
Actions/Services	<p>PLANNED Establish baselines and monitor CELDT scores on an annual basis to measure language acquisition for all English Learners.</p>	<p>ACTUAL Administration monitored CELDT scores and looked at data to determine English Language proficiency with EL Students.</p>

<p>Expenditures</p>	<p>Identify reclassification candidates based on annual CELDT scores in conjunction with other summative assessments, including CAASPP.</p> <p>BUDGETED no cost 0.00</p>	<p>When appropriate, reclassification meetings were held with parents by looking at CELDT scores in conjunction with summative tests and classroom work samples.</p> <p>ESTIMATED ACTUAL no cost 0.00</p>
<p>Action 4</p>		
<p>Actions/Services</p>	<p>PLANNED Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.</p>	<p>ACTUAL The District continued to employ an instructional aide to work provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth. Instructional aide supported classroom teacher by working with students on classroom assignments while teacher worked with other grade level students providing initial instruction. In an educational setting with several grade levels and one teacher, this cooperation is necessary with an aide in order to individual instruction for all students.</p>
<p>Expenditures</p>	<p>BUDGETED Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5800.00 Benefits for classified instructional aide. 3000-3999: Employee Benefits Supplemental and Concentration 3800.00</p>	<p>ESTIMATED ACTUAL Salary for classified instructional aide for providing supplemental support with English Learner, disadvantaged, and foster populations. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,044.00 Benefits for classified instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 3,597.00</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Goal one is centered around instructional support for each significant sub-group as well as the general student population. Actions/Services for this goal were implemented as planned with relatively few exceptions. Baselines of individual student performance were established from CAASPP and CELDT testing and appropriate enrichment and interventions were implemented as needed. The iStation program was purchased and students began to use it before the end of the school year. Additional instructional aide time was added to provide support to the classroom teacher so that each student (representing much of the unduplicated count) would have one-on-one supplemental support while working on classroom assignments.

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

Smarter Balanced Test results for the 2016 school year show that even in a small setting like JRES, students can thrive academically. Each student showed growth on the 2016 CAASPP test when compared to their baseline test results from the previous year. Staff works well with students and the educational process is supported by the Board of Trustees, the parents, the staff and the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District was unable to purchase I-ready due to the few number of students enrolled at the school. I-ready has a minimum number of licenses and the District did not meet the requirement. The District purchased I-station instead and the product was based upon a cost per student not a minimum purchase price.

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

Analysis: 80% of students met or exceeded standards in Math and 60% of test-takers met or exceeded standards in ELA. These scores are better than most schools in our area. The actions in goal one have been effective and necessary.

Change: The District will continue to enact the same actions in coming year. The CELDT Test will be called the ELPAC moving forward- so the action referencing this name change will show a modification. Additionally, student and staff feedback has shown a need for a new set of classroom calculators for the students (Goal 1, Action 5). The district will use iStation instead of iReady as we move forward (Goal 1, Action 2).

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

The Ravensdale-Termo Elementary School District will strive to provide a broad course of study for all students from a highly qualified, fully credentialed staff working towards full implementation of the California State Standards in a safe, well-maintained environment. (2016-17)

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1A- District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams Report.
 1B- 100% of District's teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams Report).
 1C- 100% of our classrooms will have sufficient instructional materials as verified by a district board resolution and/or William's Report.

2A- The District currently has 100% of our teachers using CCSS based lessons in ELA and Mathematics therefore 50% of the core subjects taught use CCSS lessons. Social Science and Science lessons will increase by 10% each year as we begin to implement State Standards in these core subject areas.
 2B- 100% of our teachers will attend CCSS trainings on Math/ELA/ELD/NGSS.
 2C- 100% of teaching staff will be surveyed to provide opportunity for input relating to staff development needs.

7A- All of our students will have access to all core classes throughout the school year.
 7B- All of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.
 7C- When we have 7th and 8th grade students, foreign language opportunities will be explored in order to provide a course for students.

ACTUAL

1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.
 1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).
 1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.

2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.
 2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.
 2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.

7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have



access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.

7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.

7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.

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	
Actions/Services	<p>PLANNED Purchase window blinds for classroom windows to reduce glare on computer screens and provide enhancements to the safety measures at the school site.</p>	<p>ACTUAL Purchased window blinds for classroom windows to reduce glare on computer screens and provide enhancements to the safety measures at the school site.</p>
Expenditures	<p>BUDGETED Contract with local business to install blinds 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000.00</p>	<p>ESTIMATED ACTUAL Blinds were purchased and installed by a local business 5000-5999: Services And Other Operating Expenditures Base 4,990.14</p>
Action	2	
Actions/Services	<p>PLANNED Evaluate and purchase CA Standards bridge materials for all core subjects as needed.</p>	<p>ACTUAL Bridge materials were needed to fill gaps in the curriculum where standards instruction needed enhancement.</p>
Expenditures	<p>BUDGETED Cost of bridge materials 4000-4999: Books And Supplies Lottery 500.00</p>	<p>ESTIMATED ACTUAL Cost of bridge materials 4000-4999: Books And Supplies Lottery 254.00</p>
Action	3	
Actions/Services	<p>PLANNED Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.</p>	<p>ACTUAL Teaching staff participated in professional development/training regarding ELA and Mathematics CA Standards implementation</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL Salary for teacher to participate in professional development for the new curriculum 1000-1999: Certificated Personnel Salaries Title II 321.02</p>

Teachers will participate in professional development provided for new curriculum. 5000-5999: Services And Other Operating Expenditures Title II 1000.00

Benefits for teacher to participate in professional development for the new curriculum. 3000-3999: Employee Benefits Title II 54.84

Action **4**

Actions/Services

PLANNED
Administration will conduct walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis.

ACTUAL
Administration conducted walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis. Teacher was consistently using new CA Standards based materials in Math and ELA. Bridge materials were purchased to supplement Social Science and Science materials.

Expenditures

BUDGETED
No cost 0.00

ESTIMATED ACTUAL
No cost 0.00

Action **5**

Actions/Services

PLANNED
District will continue to monitor any new staff hiring to ensure that each teacher is properly credentialed for their assignment.

ACTUAL
During the past year, no new staff was needed. Looking ahead, the District will monitor the credentials of any newly hired staff to ensure that each teacher is properly credentialed for their assignment.

Expenditures

BUDGETED
No cost 0.00

ESTIMATED ACTUAL
No cost 0.00

Action **6**

Actions/Services

PLANNED
Continue to complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.

ACTUAL
District Administration completed the Facilities Inspection Tool (FIT) in October. The results showed that the building and grounds were in exemplary condition.

Expenditures

BUDGETED
No cost 0.00

ESTIMATED ACTUAL
No cost 0.00

Action **7**

Actions/Services

PLANNED
Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.

ACTUAL
Administration continued to use the camera system to monitor for theft and vandalism. All costs for operating the

		system had been paid in prior years when purchasing licenses for the cameras.
Expenditures	BUDGETED No costs for this school year 0.00	ESTIMATED ACTUAL No costs for this school year 0.00

Action **8**

Actions/Services	PLANNED Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.	ACTUAL The District and school maintained an extremely low suspension rate and has not expelled a student for many years. Low level discipline of students has been sufficient to help maintain a safe, constructive learning environment for all students.
Expenditures	BUDGETED No cost 0.00	ESTIMATED ACTUAL No cost 0.00

Action **9**

Actions/Services	PLANNED Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.	ACTUAL District administration monitored the EL Students to make sure that the new ELD curriculum was being used for their individual needs. The few EL students at the school site showed good academic progress with current curriculum and with the initial iStation assessments.
Expenditures	BUDGETED No cost- 0.00	ESTIMATED ACTUAL No cost 0.00

Action **10**

Actions/Services	PLANNED Provide nutritious lunch program for pupils eligible for free and reduced meals on a daily basis.	ACTUAL The District provided a free lunch for each student every day during the school year.
Expenditures	BUDGETED No additional cost- program already in place. 0.00	ESTIMATED ACTUAL No additional cost-program already in place. 0.00

Action **11**

Actions/Services	PLANNED Monitor discipline records for EL, Disadvantaged and Foster youth on a biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.	ACTUAL The District monitored discipline records for each student during the school year. With such a small group of kids, discipline issues are kept to a minimum and have not had a
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		negative impact on student performance for our unduplicated students.
Expenditures	BUDGETED No cost. 0.00	ESTIMATED ACTUAL No cost 0.00

Action **12**

Actions/Services	PLANNED Monitor master schedule to ensure that all subgroups are afforded access to the core curriculum and a broad course of study at all grade levels.	ACTUAL District Administration monitored each student's daily schedule to make sure that all students had access to a broad course of study at their grade level.
Expenditures	BUDGETED No cost 0.00	ESTIMATED ACTUAL No cost 0.00

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 LCFF Evaluation Rubrics, as applicable.

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

With only one teacher and nine students, the actions stated above are relatively easy to monitor. Taking care of the campus is a priority for staff and the Board of Trustees. Students benefit from a well-maintained and safe learning environment. FIT inspections showed an exemplary campus and purchasing records indicate areas where the staff ordered materials that were needed to enhance or "bridge" the current curriculum with the new CA state standards. The District noted that schedules were properly aligned for all students and each pupil was provided with a broad course of study. Properly credentialed staff will remain a priority in coming years as staffing needs may change. Overall, the implementation of the Goal's actions has been achieved.

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

Providing a broad course of study across many grade levels with only one teacher can be a challenge. The teacher must be organized, knowledgeable about the curriculum and able to multi-task with a variety of students. Finding a superstar teacher like this in the future will be a challenge. Maintaining the campus and ensuring that students have the proper curriculum is easy in this small setting. With only nine kids, District Administration can monitor discipline records, schedules, the facility and the staff. Supporting the teacher with training will be a need each year- especially when new adoptions bring need for new professional development. The actions in Goal Two have been effective in supporting students and ensuring that they receive a well rounded education in a safe environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for the window coverings was less than estimated. The District has adopted both Math and ELA curriculum that meets the CA State Standards, much of the material in the ELA curriculum covers Science and Social Studies as well, resulting in less bridge materials needing to be purchased. The District was able to provide staff development opportunities locally reducing the cost.

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

Analysis: The addition of blinds in the classrooms has been a very positive action for our students and staff. Students are no longer complaining about glare making it difficult to see their computer screens and staff can feel safer during a potential lock-down. Staff will continue to be trained on new curriculum as it becomes available and they will still need to purchase bridge materials where applicable.

Change: Additional window blinds are not needed at this point, so this action will be removed in out years. The District will plan to reseal the blacktop area on the students' playground in order to maintain our grounds (Goal 2, Action 12). The courts will need to be repainted as well once the lot has been resealed. Students have asked for two tetherball poles and a new wooden bat for their PE equipment; these will be purchased as well under Goal 2, Action 12. New flags and door mats will need to be purchased in the next school year (Goal 2, Action 13). With the retirement of the current teacher, the District will need to recruit new staff in the coming years. An action will be added (Goal 2, Action 4) to provide a signing bonus for new teaching staff in order to recruit better candidates.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Schools will involve parents in the education of their children by providing frequent communication about learning outcomes, opportunities for involvement in school activities, and the impacts of positive school attendance. (2016-17)

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3A- Increase the percentage of parents attending school functions by at least 5% as measured by attendance records at school functions.
 3B- Increase the percentage of EL parents participating in parent/teacher conferences each trimester.
 3C- Increase the number of parent surveys returned by 10%.
 3D- Our District will increase opportunities given to parent and students for input on key educational issues at their schools by 10%.

5A- Student attendance rates will increase from 96.67% to at least 96.75%.
 5B- Reduce chronic absenteeism by 2% if we have any on record.
 5C- Reduce Middle School dropout rates by 2% if we have any on record.
 5D- High School cohort dropout rates will decrease- Not relevant since we are a K-8 District.
 5E- High School cohort graduation rates will increase- Not relevant since we are a K-8 District.

6A- Reduce or maintain Suspension rates by 0.5%.- Current suspension rate according the 14-15 report on Dataquest is 0.0%.
 6B- Reduce or maintain Expulsion rates by 0.5%.- Current expulsion rate according to the 14-15 report on Dataquest is 0.0%.
 6C- Increase/maintain feeling of safety as measured by student survey.- 3.00 weighted average at Juniper Ridge Elementary School.

ACTUAL

3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly agreed that the school encourages parents to be an active part of the educational experience for their children. 100% of parents agreed to strongly agreed that the school actively seeks the input of parents before making important decisions. 100% of parents agreed or strongly agreed that parents feel welcome to participate at the school.
 3B- The District conducted parent/teacher conferences and reclassification meetings with the one EL family at the school. Meaningful communication has been a strong part of the school culture for many years.
 3C- The District conducted annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District also supported the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey agreed or strongly agreed that the school has a quality program for their child's special needs.

5A- Increase attendance rates by 0.08%: Student attendance rates dropped from 96.67% to 92.27%.
 5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were at 0% for this past year.
 5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates remained at 0% for this past year.
 5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.



5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.

6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.

6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.

6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.

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.

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED Involve parents in the LCAP process each year as we review and rebuild the LCAP.</p>	<p>ACTUAL Involved parents in the LCAP process as we reviewed and rebuilt the LCAP.</p>
<p>Expenditures</p>	<p>BUDGETED No cost 0.00</p>	<p>ESTIMATED ACTUAL No cost 0.00</p>
<p>Action 2</p>		
<p>Actions/Services</p>	<p>PLANNED Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.</p>	<p>ACTUAL The District conducted survey with parents and community to gather feedback on school-related issues, including LCAP, school climate, school facilities, and transportation.</p>
<p>Expenditures</p>	<p>BUDGETED Copy and postage costs for sending out surveys 4000-4999: Books And Supplies Base 50.00</p>	<p>ESTIMATED ACTUAL Copies for handing out surveys 4000-4999: Books And Supplies Base 0.00</p>
<p>Action 3</p>		
<p>Actions/Services</p>	<p>PLANNED Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.</p>	<p>ACTUAL The District ensured that administrative staff had the necessary resources to collect accurate and up-to-date</p>

		information about attendance. Running numbers for less than ten students is not a difficult task for an office our size.
Expenditures	BUDGETED No cost 0.00	ESTIMATED ACTUAL No cost 0.00
Action 4		
Actions/Services	PLANNED Update website for district information and engagement of students and parents.	ACTUAL The District continues to work on updating the website. This will help enhance communication between the school and parents.
Expenditures	BUDGETED Annual fee for CatapultK12 (Initial Set-up and first year contract costs) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4000.00	ESTIMATED ACTUAL Annual fee for CatapultK12 (Initial Set-up and first year contract costs) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00
Action 5		
Actions/Services	PLANNED Allocate resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocate resources for monitoring their attendance rates.	ACTUAL The District made sure that staff were provided time to run comparative data specific to our unduplicated students in order to monitor attendance rates.
Expenditures	BUDGETED no additional cost- staff already in place to provide service. 0.00	ESTIMATED ACTUAL no additional cost - staff already in place to provide service. 0.00
Action 6		
Actions/Services	PLANNED Monitor chronic absenteeism rates biannually for all sub-groups.	ACTUAL Monitored chronic absenteeism rates biannually for all sub-groups. Again, with so few students, this was not a difficult task for our office.
Expenditures	BUDGETED no cost 0.00	ESTIMATED ACTUAL No cost 0.00
Action 7		
Actions/Services	PLANNED Utilize a bi-lingual translator for parent conferences if necessary.	ACTUAL The District did not need to utilize a bi-lingual translator for parent conferences.
Expenditures	BUDGETED Cost for bilingual translator services. 5000-5999: Services And Other Operating Expenditures Supplemental 250.00	ESTIMATED ACTUAL Cost for bilingual translator services. 5000-5999: Services And Other Operating Expenditures Supplemental 0.00

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 LCFF Evaluation Rubrics, as applicable.

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

Goal Three centers around creating a warm, safe environment for our students and supporting them with structures that promote positive attendance, strong parent communication and a system that promotes goals that will help students become learned citizens in the world. Goal three provides actions that support positive student attendance through monitoring and communicating with parents about the importance of students not missing instruction. Goal three also stresses the variety of ways that the District proactively communicates with parents through several mediums. Overall, we are able to implement all of the actions in this goal that were necessary for our current student population.

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

According to our most recent survey results from the CA Healthy Kids Survey, students and parents feel well-connected to the school and believe that the school site is a safe and inviting place for students to learn. Building the website from scratch has taken some time and will be completed this summer. Overall, the actions in goal three have been achieved as shown by the survey results from parents and students. In the middle of the school year, three students with historically great attendance withdrew and went to another school. Our two new (much younger) students have not had very good attendance. This has resulted in a drop in our attendance rates from the year before. Due to the positive results we have received, we can conclude that the actions completed in this goal are producing positive results throughout the District and we are overall effectively meeting our needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District chose to send the surveys home with the student's rather than send them in the mail, this method gave the District a 100% return rate. The District is in the process of updating the website, the website has not gone live at this time and no cost has been incurred to date. The District was able to communicate effectively with all parents without utilizing a translator.

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

Analysis: Other than the dip in attendance due to turnover in students, we have effectively implemented the actions from Goal three. Better attendance for our youngest students will need to be a focus next year as we will look to start the year with reinforcing the importance of positive attendance. Parent survey results show a strong program that parents are happy with for their students.

Change: The website will be completed and district staff will look to load the website with valuable communications for students and parents. LCAP meetings will continue to be held in conjunction with Board meetings as to limit the number of trips to the school for those that live far away. The District will continue to make sure that a bi-lingual translator is available should a need arise. No other changes have been noted at this time for Goal three.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Ravendale-Termo Elementary School District engaged stakeholders throughout the spring and discussed the eight state priority areas set by the State Board of Education.

With only six students in the Juniper Ridge Elementary School setting, participation from a variety of stakeholder groups was limited, obviously. Discussions held on 10/19/16, 12/14/16, 1/18/17, 2/15/17, 3/15/17, and 5/17/17 helped generate ideas as the eight state priority were reviewed and available data was shared with those present. There were no bargaining units to consult with, however, both the single teacher and aide at the elementary school were consulted with regarding their ideas. Also present were two board members, the district superintendent, the district CBO, and a member from the community. Additionally, all students were consulted regarding the learning programs being used in the school setting. Student population, being as small as it was, did not prompt establishing a DELAC or ELAC, so the only parent group to consider in the process was that of the School Site Council.

The LCAP plan was shared in a public hearing on June 21st along with a public hearing for the budget. Written comments received at/after the hearing were answered in writing by the superintendent to the parent group. Final approval of the plan was completed on June 28, 2017.

10/19/16 Committee Meeting- Committee reviewed progress on the implementation of the 15-16 LCAP. The Superintendent shared elements from the plan and looked specifically at objectives that were to be completed in the plan. The group discussed progress made on the goals and what still needed to be completed. Discussion was held regarding the lack of data for suspensions and expulsions in such a small area. Results from the Williams area of the SARC were shared.

1/18/17 Committee Meeting- CAASPP results were shared although grade level or school level results were not available as per the small number of students and the confidentiality of the results. Overall, the District was happy with the results from the second round of testing under the new program.

3/15/17 Committee Meeting- The Team discussed suspension rates, expulsion rates, attendance rates and survey results from the CA Healthy Kids Survey. The team was happy with the results so far.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders were informed of the new processes being implemented at the state and local levels. Initial discussions allowed stakeholders to begin formulating ideas to be communicated to district leaders.

The membership of the attendees during LCAP discussions, coupled with discussions between administration, the teaching staff and the students has ensured that all students from our school district have representation in the process for establishing both short-term and long-term goals. The development, review of, and support of implementing the LCAP plan contains stakeholders involved from all required areas.

The hearing of the plan allowed any additional voices an opportunity to be heard. The district was able to submit a complete plan that was extensive and covered the eight state priority areas completely. The plan was approved ?? by the Board of Trustees on June 28, 2017.

10/19/16 Committee Meeting- Through the review process, the team was able to discuss some of the elements of the eight state priority areas and they remarked at how the majority of the issues that are hot topics for many schools do not really exist in such a small, remote school. Data reviewed included information from the school SARC, FIT reports, suspension and expulsion data and information regarding the credential status of our one teacher.

1/18/17 Committee Meeting- CAASPP results were shared regarding student progress. Although no data was available, the committee members were able to see how individual students had showed progress from the test administration one year earlier.

3/15/17 Committee Meeting- Most of the measurements required in the plan are not problem areas for a school this small. Attendance rates need to improve with younger students. The team was able to see the impact a few students can have on a small school site when you look at the way attendance rates can change with only one or two students showing less than positive attendance.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

The Ravendale-Termo Elementary School District will continue to provide all students with a rigorous and challenging education, focused instructional assistance, and the appropriate skills for college and career readiness. (2017-18)

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

4A- Students will show at least 2.5% growth on CAASPP Test each year; Metric- comparison of CAASPP progress from one year to the next- initial comparison will take place in the fall of 2016.
 4B- Students will show growth on CST Science Tests each year in 5th and 8th grades; Metric- comparison of CST Science Scores from one year to the next.
 4C- District will meet expected growth measurements for the newly developed API; Metric- New API score provided by the CDE each year.
 4E- English learner students will show growth on the CELDT Test each year; Metric- Annual CELDT score comparison from one year to the next.
 4F- English learner students will be reclassified when ready to exit the EL program; Metric- Tabulation of the number of reclassifications performed throughout the school year.

 8A- Students will show growth on the CA Physical Fitness Test; Metric- Annual results from the CA Physical Fitness Test.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4A- Performance on Standardized Tests: 2014-2015 was the first administration of the CAASPPP. No data available to assess growth until Fall 2016; data will be available at the LEA, subgroup and school levels.	4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students	4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students	4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students	4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students

Scores from 2015 assessment are:

Met/Exceeded in Math- Too few records to show results at each grade level.

Met/Exceeded in ELA- Too few records to show results at each grade level.

4B- CST Science: District will increase percentage of students scoring proficient or above in the 5th and 8th grade CST Science Assessment by 5%. There are currently too few student records to show results at each of the grade levels.

4C- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4D- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4E- English Proficiency: Our measurable outcome is that our EL Language proficiency level will increase by 1 (one) each school year. This year, 33% of our EL students grew by one level (AMAO 1).

4F- EL reclassification rate- Our rate of reclassified EL students will increase by 50% compared to this year's 0% increase (With only two EL students, this number likely will not increase each year).

4G- Share of students that pass AP exams with three or higher- Not relevant since we are a K-8 District.

4H- Share of students participating in the Early Assessment Program (EAP)- Not relevant because we are a K-8 District.

met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade.

4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)

4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).

4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.

4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.

8A- The percent of students at grade level or higher on the iStation online assessment

met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade.

4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)

4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).

4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.

4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.

8A- The percent of students at grade level or higher on the iStation online assessment

met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade.

4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)

4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).

4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.

4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.

8A- The percent of students at grade level or higher on the iStation online assessment

met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)
Met/Exceeded in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade.

4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.

4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.

4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)

4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).

4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.

4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.

8A- The percent of students at grade level or higher on the iStation online assessment

8A- The percent of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.	platform: The program was purchased late in the year and student access did not yet produce results for reporting.	platform: The program was purchased late in the year and student access did not yet produce results for reporting.	platform: The program was purchased late in the year and student access did not yet produce results for reporting.	platform: The program was purchased late in the year and student access did not yet produce results for reporting.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
	<u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish baselines and monitor student progress on CAASPP and other local benchmark assessments on an annual basis to determine success and to provide instructional focus on Standards clusters in ELA and Mathematics.

2018-19

New Modified Unchanged

Establish baselines and monitor student progress on CAASPP and other local benchmark assessments on an annual basis to determine success and to provide instructional focus on Standards clusters in ELA and Mathematics.

2019-20

New Modified Unchanged

Establish baselines and monitor student progress on CAASPP and other local benchmark assessments on an annual basis to determine success and to provide instructional focus on Standards clusters in ELA and Mathematics.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No cost

2018-19

Amount 0.00

Budget Reference No cost

2019-20

Amount 0.00

Budget Reference No cost

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide iStation online software for Math and Language to support student learning while measuring outcomes on a monthly basis.

2018-19

New Modified Unchanged

Provide iStation online software for Math and Language to support student learning while measuring outcomes on a monthly basis.

2019-20

New Modified Unchanged

Provide iStation online software for Math and Language to support student learning while measuring outcomes on a monthly basis.

BUDGETED EXPENDITURES

2017-18

Amount 500.00

2018-19

Amount 500.00

2019-20

Amount 500.00

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Annual contract cost for iStation access for all students.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Annual contract cost for iStation access for all students.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Annual contract cost for iStation access for all students.

Action 3

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish baselines and monitor CELDT scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual CELDT scores in conjunction with other summative assessments, including CAASPP.

2018-19

New Modified Unchanged

Establish baselines and monitor CELDT scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual CELDT scores in conjunction with other summative assessments, including CAASPP.

2019-20

New Modified Unchanged

Establish baselines and monitor CELDT scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual CELDT scores in conjunction with other summative assessments, including CAASPP.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	100.00	Amount	100.00	Amount	100.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel costs for Certificated EL Teacher to test EL Students.	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel costs for Certificated EL Teacher to test EL students.	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel Costs for Certificated EL Teacher to test EL students.

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.

2018-19

New Modified Unchanged

Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.

2019-20

New Modified Unchanged

Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	6,500.00	Amount	6,700.00	Amount	6,900.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations.	Budget Reference	2000-2999: Classified Personnel Salaries Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations.	Budget Reference	2000-2999: Classified Personnel Salaries Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations.
Amount	4,145.00	Amount	4,500.00	Amount	4,800.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for Instructional aide	Budget Reference	3000-3999: Employee Benefits Benefits for Instructional aide	Budget Reference	3000-3999: Employee Benefits Benefits for instructional aide

Action 5

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged New Modified Unchanged New Modified Unchanged

Purchase new set of classroom calculators for student use with Mathematics and other STEM activities. This is a one-time purchase for 2017-2018 and will not need to be repeated in out years.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	250.00	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Cost of new set of classroom calculators.	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

The Ravendale-Termo Elementary School District will strive to provide a broad course of study for all students form a highly qualified, fully credentialed staff working towards full implementation of the California State Standards in a safe, well-maintained environment. (2017-18)

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

1A- Schools in good or exemplary condition; Metric- Facility Inspection Tool and Williams Report
 1B- Properly and fully credentialed teachers and staff; Metric- SARC and/or Williams Report
 1C- Sufficient Materials in all subjects for all students; Metric- Board Resolution and/or Williams Report

2A- Teaching Staff using CA State Standards and CA Standards- based lessons; Metric- Walkthrough Observations by Administration and/or Pacing Guides & Lesson Plans written to CA State Standards
 2B- Teaching Staff provided continued staff development on implementation of CA State Standards; Metric- Sign-in sheets during staff trainings and in-services
 2C- District gathers data and information via a needs assessment to make informed choices; Metric- LCAP needs assessment and parent, staff, & student survey results

7A- All students have access to core curriculum; Metric- Master Schedule and classroom schedules reflect access to core curriculum.
 7B- All students have access to computers to help support college and career readiness; Metric- Computer lab and iPad access schedules.
 7C- 7th and 8th grade students have access to a foreign language course- Metric; master schedule includes foreign language opportunity if needed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A- District will continue to have 100% of their schools in good or exemplary condition as	1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the	1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the	1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the	1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the

measured by the Facility Inspection Tool (FIT)/Williams Report.

1B- 100% of District's teachers and staff will be appropriately assigned and credentialed (using HQT report and/or SARC and/or Williams Report).

1C- 100% of our classrooms will have sufficient instructional materials as verified by a district board resolution and/or William's Report.

2A- The District currently has 100% of our teachers using CCSS based lessons in ELA and Mathematics therefore 50% of the core subjects taught use CCSS lessons. Social Science and Science lessons will increase by 10% each year as we begin to implement State Standards in these core subject areas.

2B- 100% of our teachers will attend CCSS trainings on Math/ELA/ELD/NGSS.

2C- 100% of teaching staff will be surveyed to provide opportunity for input relating to staff development needs.

7A- All of our students will have access to all core classes throughout the school year.

7B- All of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.

7C- When we have 7th and 8th grade students, foreign language opportunities will be explored in order to provide a course for students.

FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.

1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).

1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.

2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.

2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.

2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.

FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.

1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).

1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.

2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.

2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.

2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.

FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.

1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).

1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.

2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.

2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.

2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.

FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.

1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).

1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.

2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.

2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.

2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.

	<p>7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.</p> <p>7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.</p> <p>7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.</p>	<p>7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.</p> <p>7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.</p> <p>7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.</p>	<p>7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.</p> <p>7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.</p> <p>7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.</p>	<p>7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.</p> <p>7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.</p> <p>7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Evaluate and purchase CA Standards bridge materials for all core subjects as needed.

2018-19

New Modified Unchanged

Evaluate and purchase CA Standards bridge materials for all core subjects as needed.

2019-20

New Modified Unchanged

Evaluate and purchase CA Standards bridge materials for all core subjects as needed.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 500.00

Source Lottery

Budget Reference 4000-4999: Books And Supplies
Cost of bridge materials

2018-19

Amount 500.00

Source Lottery

Budget Reference 4000-4999: Books And Supplies
Cost of bridge materials

2019-20

Amount 500.00

Source Lottery

Budget Reference 4000-4999: Books And Supplies
Cost of bridge materials

Action **2**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.

2018-19

New Modified Unchanged

Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.

2019-20

New Modified Unchanged

Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.

BUDGETED EXPENDITURES

2017-18

Amount 1,000.00
 Source Title II
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Teachers will participate in professional development provided for new curriculum.

2018-19

Amount 1000.00
 Source Title II
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Teachers will participate in professional development provided for new curriculum.

2019-20

Amount 1,000.00
 Source Title II
 Budget Reference 5000-5999: Services And Other Operating Expenditures
 Teachers will participate in professional development provided for new curriculum.

Action **3**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Administration will conduct walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis.

2018-19

New Modified Unchanged

Administration will conduct walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis.

2019-20

New Modified Unchanged

Administration will conduct walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No cost

2018-19

Amount 0.00

Budget Reference No cost

2019-20

Amount 0.00

Budget Reference No cost

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

District will continue to monitor any new staff hiring to ensure that each teacher is properly credentialed for their assignment. District will offer a signing bonus for recruitment purposes in order to attract the best teacher candidates.

2018-19

New Modified Unchanged

District will continue to monitor any new staff hiring to ensure that each teacher is properly credentialed for their assignment. District will offer a signing bonus for recruitment purposes in order to attract the best teacher candidates.

2019-20

New Modified Unchanged

District will continue to monitor any new staff hiring to ensure that each teacher is properly credentialed for their assignment. District will offer a signing bonus for recruitment purposes in order to attract the best teacher candidates.

BUDGETED EXPENDITURES

2017-18

Amount	2,000.00
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Signing bonus stipend.
Amount	400.00
Source	Title II
Budget Reference	3000-3999: Employee Benefits Fixed Costs associated with Stipend.

2018-19

Amount	2,000.00
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Signing bonus stipend.
Amount	400.00
Source	Title II
Budget Reference	3000-3999: Employee Benefits Fixed Costs associated with Stipend.

2019-20

Amount	2,000.00
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Signing bonus stipend.
Amount	400.00
Source	Title II
Budget Reference	3000-3999: Employee Benefits Fixed Costs associated with Stipend.

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
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Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.

2018-19

New Modified Unchanged

Continue to complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.

2019-20

New Modified Unchanged

Continue to complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No cost

2018-19

Amount 0.00

Budget Reference No cost

2019-20

Amount 0.00

Budget Reference No cost

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.

2018-19

New Modified Unchanged

Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.

2019-20

New Modified Unchanged

Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No costs for this school year.

2018-19

Amount 0.00

Budget Reference No costs for this school year.

2019-20

Amount 0.00

Budget Reference No costs for this school year.

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.

2018-19

New Modified Unchanged

Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.

2019-20

New Modified Unchanged

Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.

Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.

Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **9**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide nutritious lunch program for pupils eligible for free and reduced meals on a daily basis.

Provide nutritious lunch program for pupils eligible for free and reduced meals on a daily basis.

Provide nutritious lunch program for pupils eligible for free and reduced meals on a daily basis.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No additional costs- program already in place.

2018-19

Amount 0.00

Budget Reference No additional cost- program already in place.

2019-20

Amount 0.00

Budget Reference No additional costs- program already in place.

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor discipline records for EL, Disadvantaged and Foster youth on a biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.

2018-19

New Modified Unchanged

Monitor discipline records for EL, Disadvantaged and Foster youth on a biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.

2019-20

New Modified Unchanged

Monitor discipline records for EL, Disadvantaged and Foster youth on a biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No cost.

2018-19

Amount 0.00

Budget Reference No cost.

2019-20

Amount 0.00

Budget Reference No cost.

Action **11**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor master schedule to ensure that all subgroups are afforded access to the core curriculum and a broad course of study at all grade levels.

2018-19

New Modified Unchanged

Monitor master schedule to ensure that all subgroups are afforded access to the core curriculum and a broad course of study at all grade levels.

2019-20

New Modified Unchanged

Monitor master schedule to ensure that all subgroups are afforded access to the core curriculum and a broad course of study at all grade levels.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

2018-19

Amount 0.00

2019-20

Amount 0.00

Budget Reference No cost.

Budget Reference No cost.

Budget Reference No cost.

Action **12**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Reseal the blacktop area of the playground and repaint lines for the courts. Install two tetherball poles to provide more play options for students during physical activity and recess time. Purchase a wooden bat to complete the PE equipment set for the students. These are one-time actions and will not be repeated in out years.

BUDGETED EXPENDITURES

2017-18

Amount 5,000.00

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with contractor to reseal the playground area and repaint court lines.	Budget Reference		Budget Reference	
Amount	500.00	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Purchase and install two tetherball poles in playground area.	Budget Reference		Budget Reference	
Amount	50.00	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Purchase a wooden bat to be used by students during PE time.	Budget Reference		Budget Reference	

Action **13**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

New
 Modified
 Unchanged

New
 Modified
 Unchanged

Purchase a new US and California Flag for the front of the school. Purchase two new front door mats to help reduce the amount of dirt and mud tracked into the school. These are one time purchases and will not be repeated in out years.

BUDGETED EXPENDITURES

2017-18

Amount	300.00
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase new US and California Flags.
Amount	500.00
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase new front door floor mats.

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Schools will involve parents in the education of their children by providing frequent communication about learning outcomes, opportunities for involvement in school activities, and the impacts of positive school attendance. (2017-18)

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

3A- Parent engagement with school events; Metric- attendance records from events.
 3B- Parent involvement in DELAC Meetings; Metric- attendance records/minutes from DELAC meetings.
 3C- Parent voice needs to be heard on school issues; Metric- responses by parents to school surveys.
 3D- More opportunities for parent voice to be heard on key school issues; Metric- Survey counts in SurveyMonkey.
 3E- Student voice needs to be heard on school issues; Metric- responses by students to school surveys.

 5A- Increase in Student attendance rates; Metric- attendance records.
 5B- Reduce chronic absenteeism; Metric- attendance records.
 5C- Reduce Middle School Drop-out rates; Metric- state reports and attendance records.

 6A- Reduce suspension rates; Metric- discipline records and state reports.
 6B- Keep expulsion rates low; Metric- discipline records and state reports.
 6C- Students/Parents feel school is a safe place; Metric- survey results.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A- Parent engagement with school events; Metric- attendance records from events. 3B- Parent involvement in DELAC Meetings; Metric- attendance records/minutes from DELAC meetings.	3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly	3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly	3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly	3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly

3C- Parent voice needs to be heard on school issues; Metric- responses by parents to school surveys.
 3D- More opportunities for parent voice to be heard on key school issues; Metric- Survey counts in SurveyMonkey.
 3E- Student voice needs to be heard on school issues; Metric- responses by students to school surveys.

5A- Increase in Student attendance rates; Metric- attendance records.
 5B- Reduce chronic absenteeism; Metric- attendance records.
 5C- Reduce Middle School Drop-out rates; Metric- state reports and attendance records.

6A- Reduce suspension rates; Metric- discipline records and state reports.
 6B- Keep expulsion rates low; Metric- discipline records and state reports.
 6C- Students/Parents feel school is a safe place; Metric- survey results.

agreed that the school encourages parents to be an active part of the educational experience for their children. 100% of parents agreed to strongly agreed that the school actively seeks the input of parents before making important decisions. 100% of parents agreed or strongly agreed that parents feel welcome to participate at the school.
 3B- The District conducted parent/teacher conferences and reclassification meetings with the one EL family at the school. Meaningful communication has been a strong part of the school culture for many years.
 3C- The District conducted annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District also supported the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey agreed or strongly agreed that the school has a quality program for their child's special needs.

5A- Increase attendance rates by 0.08%: Student attendance rates dropped from 96.67% to 92.27%.
 5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were at 0% for this past year.
 5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates remained at 0% for this past year.
 5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.

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	<p>5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.</p> <p>6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.</p> <p>6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.</p> <p>6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.</p>	<p>5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.</p> <p>6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.</p> <p>6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.</p> <p>6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.</p>	<p>5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.</p> <p>6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.</p> <p>6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.</p> <p>6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.</p>	<p>5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.</p> <p>6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.</p> <p>6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.</p> <p>6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Involve parents in the LCAP process each year as we review and rebuild the LCAP.

2018-19

New Modified Unchanged

Involve parents in the LCAP process each year as we review and rebuild the LCAP.

2019-20

New Modified Unchanged

Involve parents in the LCAP process each year as we review and rebuild the LCAP.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference no cost.

2018-19

Amount 0.00

Budget Reference No cost.

2019-20

Amount 0.00

Budget Reference No cost.

Action **2**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.

2018-19

New Modified Unchanged

Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.

2019-20

New Modified Unchanged

Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.

BUDGETED EXPENDITURES

2017-18

Amount 50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies copy and postage costs for sending out surveys

2018-19

Amount 50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies copy and postage costs for sending out surveys

2019-20

Amount 50.00
 Source Base
 Budget Reference 4000-4999: Books And Supplies copy and postage costs for sending out surveys

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.

Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.

Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Update website for district information and engagement of students and parents.

Update website for district information and engagement of students and parents.

Update website for district information and engagement of students and parents.

BUDGETED EXPENDITURES

2017-18

Amount 4000.00

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Set Up Website and Annual Fee for CatapultK12

2018-19

Amount 1000.00

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Annual Fee for CatapultK12

2019-20

Amount 1000.00

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Annual Fee for CatapultK12

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Allocate resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocate resources for monitoring their attendance rates.

Allocate resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocate resources for monitoring their attendance rates.

Allocate resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocate resources for monitoring their attendance rates.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor chronic absenteeism rates biannually for all sub-groups.

2018-19

New Modified Unchanged

Monitor chronic absenteeism rates biannually for all sub-groups.

2019-20

New Modified Unchanged

Monitor chronic absenteeism rates biannually for all sub-groups.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference No cost.

2018-19

Amount 0.00

Budget Reference No cost.

2019-20

Amount 0.00

Budget Reference No cost.

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Utilize a bi-lingual translator for parent conferences if necessary.

2018-19

New Modified Unchanged

Utilize a bi-lingual translator for parent conferences if necessary.

2019-20

New Modified Unchanged

Utilize a bi-lingual translator for parent conferences if necessary.

BUDGETED EXPENDITURES

2017-18

Amount 250.00

2018-19

Amount 250.00

2019-20

Amount 250.00

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$16,309

Percentage to Increase or Improve Services: 7.31%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Currently the demographics of the District indicate that 76.92% of the District's students are considered part of the unduplicated count. Also, approximately 33% (2 of 6) of the District's students are English Learners. Given the large percentage of Low-Income students, all District goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs for these students, our remaining 23% (approximately) of students automatically receive similar key programs. At the heart of the District's goals is a personalized learning approach to teaching all of our students district-wide. It is the best approach for catapulting our high risk students and English Learners forward. Each student in the District has an individualized opportunity to learn material that meets their needs as well as their strengths and can expect support to help with their weaknesses. By providing these services District-wide, we are able to reach and serve the populations that generated the funds.

Expenditures of Supplemental & Concentration Funds:

1. Provide iStation online software for Math and Language to support student learning while measuring outcomes on a monthly basis. (\$500)
2. Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth. (\$10,645)
3. Purchase common core bridge materials for Social Studies and Next Generation Science Standards to better enhance access to standards for our unduplicated pupils. (\$210)
4. Purchase a new set of classroom calculators for the students to use with their mathematics and STEM assignments. (\$250)
5. Set up and update website for district information and engagement of students and parents. (\$4000)
6. Utilize a bi-lingual translator for parent conferences if necessary. (\$250)

Total Expenditures for Unduplicated Pupils is \$15,855.00

The above actions and funds will be used to implement district-wide services that are principally directed towards all unduplicated students, with the goal to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other locally determined measures.

The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 5.31%. Increased services include increased professional development time for teachers to hone their skills working with the unduplicated population of students, additional aide time to help provide more individualized instructional support in the core subjects, technology upgrades to support remediation and testing opportunities, and better resources for home to school communication regarding each student's progress through the use of translators and translation services. The District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for all its unduplicated pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. Due to the district's significant percentage of unduplicated pupils, the minimum proportionality percentage will be met through the actions listed above.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	23,400.00	14,759.00	26,045.00	17,000.00	17,500.00	60,545.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	50.00	4,990.14	6,400.00	50.00	50.00	6,500.00
Lottery	500.00	254.00	500.00	500.00	500.00	1,500.00
Supplemental	250.00	0.00	250.00	0.00	0.00	250.00
Supplemental and Concentration	21,600.00	9,139.00	15,495.00	13,050.00	13,550.00	42,095.00
Title II	1,000.00	375.86	3,400.00	3,400.00	3,400.00	10,200.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	23,400.00	14,759.00	26,045.00	17,000.00	17,500.00	60,545.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	321.02	2,000.00	2,000.00	2,000.00	6,000.00
2000-2999: Classified Personnel Salaries	5,800.00	5,044.00	6,500.00	6,700.00	6,900.00	20,100.00
3000-3999: Employee Benefits	3,800.00	3,651.84	4,545.00	4,900.00	5,200.00	14,645.00
4000-4999: Books And Supplies	550.00	254.00	2,150.00	550.00	550.00	3,250.00
5000-5999: Services And Other Operating Expenditures	7,250.00	4,990.14	6,100.00	1,100.00	1,100.00	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00	498.00	4,750.00	1,750.00	1,750.00	8,250.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	23,400.00	14,759.00	26,045.00	17,000.00	17,500.00	60,545.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	321.02	2,000.00	2,000.00	2,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	5,800.00	5,044.00	6,500.00	6,700.00	6,900.00	20,100.00
3000-3999: Employee Benefits	Supplemental and Concentration	3,800.00	3,597.00	4,145.00	4,500.00	4,800.00	13,445.00
3000-3999: Employee Benefits	Title II	0.00	54.84	400.00	400.00	400.00	1,200.00
4000-4999: Books And Supplies	Base	50.00	0.00	1,400.00	50.00	50.00	1,500.00
4000-4999: Books And Supplies	Lottery	500.00	254.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	250.00	0.00	0.00	250.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	4,990.14	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	250.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	6,000.00	0.00	100.00	100.00	100.00	300.00
5000-5999: Services And Other Operating Expenditures	Title II	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	6,000.00	498.00	4,750.00	1,750.00	1,750.00	8,250.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	11,495.00	11,800.00	12,300.00	35,595.00
Goal 2	10,250.00	3,900.00	3,900.00	18,050.00
Goal 3	4,300.00	1,300.00	1,300.00	6,900.00

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