

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	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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 17-18 school year, the seven students represented grade levels from kindergarten through seventh 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 pupil of 86% with an enrollment at CBEDS (10/4/17) of 7. At the end of the year, we finished with 7 students. Two (2) of these students, or 29% are designated English Learners. The District's Foster Youth Services Coordinator helps provide academic tutoring, mentoring and counseling services as need to all foster youth enrolled in the District. The District's Homeless Liaison ensures that Homeless Student needs are met with full enrollment rights afforded homeless students, participation in all school activities and support as needed with accessing the academic program.

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 2018-2019 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.

Greatest Progress

The Ravendale-Termo Elementary School District has made good, steady progress on student performance as measured by the CAASPP results for the Spring 2017 test administration. 60% of students in Math and 40% of students in ELA met or exceeded state standards. Additionally, 60% of the students in Math and 80% of the students in ELA increased their overall score on the CAASPP from the prior year. 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.

Parents and students inquired about the addition of musical instruments and keyboards were purchased and the students began to learn how to play the piano.

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.

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

Greatest Needs

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.

In some classes, students do not have a classmate to collaborate with while doing lessons. The teacher will need to be creative and find opportunities to provide collaboration across grade levels so that students have an opportunity to work together and build on their social skills.

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

Performance Gaps

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

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

Increased or Improved services

The 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 has initiated a school garden. The teacher and students will continue to develop the garden and learn about growing seasons of local fruits and vegetables. Coordinators from the Lassen County SNAP program will continue to support the students by introducing them to healthy food options.
3. The District will continue to provide access to the Odysseyware, a 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	\$403,179.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$81,762.00

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 2018/19 total \$403,179.00. The majority of the expenditures not included in the LCAP are personnel costs with \$52,796 for certificated salaries, \$26,500 for classified salaries, \$47,619 for employee health benefits, retirement contributions, statutory employer payroll taxes and retiree health benefits. Books and Supplies account for \$24,316. Services and Other Operating accounts for \$166,620, this includes professional services some examples of professional services are: home to school transportation, liability insurance, technology support, routine restricted maintenance, and utilities. Capital Outlay not included is \$0. Indirect Costs not included accounts for -\$3,434.00. Other Outgo accounts for \$1,000 which includes the SELPA billback. Transfers account for \$6,000, 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$237,081.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected

17-18

4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:

Meet/Exceed in Math- Too few records to show results at each grade level. 81% of students will meet/exceed when measured as a school (using Snapshot JRES)

Meet/Exceed in ELA- Too few records to show results at each grade level. 61% of students will meet/exceed when measured as a school (using Snapshot JRES)

Meet/Exceed in 5th and 8th Grade Science CST- Too few records to show results in 5th grade- no enrolled students at 8th grade. 61% of students will meet/exceed when measured as a school.

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, 51% of English Learners will make progress towards English Proficiency (using LCFF Snapshot Juniper Ridge Elementary)

4E- EL Reclassification Rate: Too few records to show results- 51% of English Learners will be reclassified as essential skills are mastered. (using 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 platform: 50% of students will assess at grade level or higher in both Math and ELA.

Actual

4A- Performance on Standardized Tests: Test results were released for the 2017 CAASPP. Scores from the assessment are:

Meet/Exceed in Math- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (using a locally designed tracking spreadsheet)

Meet/Exceed in ELA- Too few records to show results at each grade level. 80% of students met/exceeded when measured as a school (using a locally designed tracking spreadsheet)

Meet/Exceed in 5th and 8th Grade Science CST- Too few records to show results.

4B- Score on Academic Performance Index:

Status on the CA School Dashboard for ELA: N/A (Too few students)

Status on the CA School Dashboard for Math: N/A (Too few students)

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: Status on the CA School Dashboard for English Learners- N/A (Too few students)

4E- EL Reclassification Rate: Status on the CA School Dashboard- N/A (Too few students)

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 platform: Students did not use the iStation program as the new teacher felt more comfortable using the Odysseyware program. Odysseyware results indicated that the average fifth grade score in ELA was 67.02, while in Math it was 61.60. The average score in sixth grade ELA was 66.96, while in Math it was 79.32. For seventh grade, the average ELA score was 84.62 and in Math it was 76.23.

Expected

Actual

Baseline

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.

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

Monitored student progress on CAASPP and other local benchmark assessments to help determine successes and to drive instruction on standards in both ELA and Mathematics.

No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00

No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 2

Planned Actions/Services

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

Actual Actions/Services

The District discontinued using iStation and switched to using Odysseyware for online support for Math and Language. The iStation program had already been paid for, thus the cost shown in this action.

The newly hired teacher was familiar with Odysseyware and felt that it would meet student needs more adequately. Student learning was monitored through this program on a monthly basis.

Budgeted Expenditures

Annual contract cost for iStation access for all students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500.00

Annual contract cost for Odysseyware- this item was not originally budgeted. Decision to purchase was made after the school year started. Not Applicable Not Applicable 0.00

Estimated Actual Expenditures

Annual contract cost for iStation access for all students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 684.00

Annual contract cost for Odysseyware online Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,175.00

Action 3

Planned Actions/Services

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.

Actual Actions/Services

Staff monitored CELDT scores and compared to prior year in order to determine growth. With the implementation of the LCAP, no students took the CELDT in the fall. All English Learners were given the ELPAC during the spring. Due to this change, no students were reclassified during the spring.

Budgeted Expenditures

Travel costs for Certificated EL Teacher to test EL Students. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100.00

Estimated Actual Expenditures

Travel costs for Certificated EL Teacher to test EL Students. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 67.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.	Staff was designated to provide supplemental instruction to our English Learners, Disadvantaged Youth and Foster Youth.	Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 6,500.00	Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,290.00
		Benefits for Instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 4,145.00	Benefits for Instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 3,404.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	A new set of classroom calculators were purchased for student use.	Cost of new set of classroom calculators. 4000-4999: Books And Supplies Supplemental 250.00	Cost of new set of classroom calculators. 4000-4999: Books And Supplies Supplemental 133.00

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 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 planned to continue the use of i-Station for online student support in ELA and Mathematics. This diagnostic software was expected to cost \$500. With an increase in the number of students, this cost rose to \$684. The District hired a new teacher with a background using Odysseyware- a different online support program. This program increased costs an additional \$14,175 (Goal 1, Action 2). Travel costs for an EL Teacher to visit the school and administer testing was \$33 less than anticipated (Goal 1, Action 3). The District spent \$2951 less on instructional support for our EL, disadvantaged and foster students as provided by our Classified Aide; this change occurred due to scheduling differences enacted by the new teacher (Goal 1, Action 4). Classroom calculators were purchased for less than anticipated; the District had estimated to spend \$250 and instead only spent \$133 (Goal 1, Action 5). During the 2017-18 school year, the District spent \$11,258 more on Goal One than had been projected.

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(Goal 1, Action 3). 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 continue the use of Odysseyware instead of i-Station as we move forward (Goal 1,Action 2).

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

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 will continue to receive this rating for their facility.

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

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

2A- 100% of students will continue to have access to a broad course of study in each grade level within the District's one school. Survey results will show that teachers in the District are in the "Initial Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Beginning Development" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District will have 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 60% of the core subjects taught will use CCSS lessons. Social Science and Science lessons will be 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 will be in the "Developing" phase range for some measurements.

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

7A- 100% of our students will have access to a broad course of study throughout the school year. Staff will research needs for foreign language options if needed. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.

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

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

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 will continue to receive this rating for their facility.

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

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

2A- 100% of students will continue to have access to a broad course of study in each grade level within the District's one school. Survey results will show that teachers in the District are in the "Initial Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Beginning Development" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District will have 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 60% of the core subjects taught will use CCSS lessons. Social Science and Science lessons will be 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 will be in the "Developing" phase range for some measurements.

7A- 100% of our students will have access to a broad course of study throughout the school year. Staff will research needs for foreign language options if needed. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.

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

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

Expected

Baseline

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.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate and purchase CA Standards bridge materials for all core subjects as needed.	Bridge materials were not needed this school year. Materials were available that did not come with a cost.	Cost of bridge materials 4000-4999: Books And Supplies Lottery 500.00	No bridge materials needed to be purchased 4000-4999: Books And Supplies Lottery 0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.	Teaching staff participated in professional development for ELA and Math CA Standards implementation.	Teachers will participate in professional development provided for new curriculum. 5800: Professional/Consulting Services And Operating Expenditures Title II 1,000.00	Teacher participated in professional development provided for new curriculum. 5800: Professional/Consulting Services And Operating Expenditures Title II 1,182.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Administration monitored the use of CA standards materials.	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District hired a new teacher this past school year and did not need to offer a signing bonus. Instead, other factors were included in the teacher's contract for recruitment purposes.	Signing bonus stipend. 1000-1999: Certificated Personnel Salaries Title II 2,000.00 Fixed Costs associated with Stipend. 3000-3999: Employee Benefits Title II 400.00	Signing bonus not used. 1000-1999: Certificated Personnel Salaries Title II 0.00 Fixed Costs associated with Stipend. 3000-3999: Employee Benefits Title II 0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.	The FIT was completed in the fall by District Administration.	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.	New cameras were needed to replace cameras that had failed and were too old to be under warranty.	No costs for this school year. 4000-4999: Books And Supplies Base 0.00	Purchased cameras to replace old cameras that failed and were no longer under warranty. 4000-4999: Books And Supplies Base 1,200.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.	Administration monitored suspension and expulsion rates to help determine that the school is creating a safe, constructive learning environment for all students.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.	Administration monitored classroom instruction to determine that ELD standards and intervention needs were being met.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 9

Planned
Actions/Services

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

Actual
Actions/Services

A nutritious lunch was provided to all students on a daily basis.

Budgeted
Expenditures

No additional costs- program already in place. 4000-4999: Books And Supplies Base 0.00

Estimated Actual
Expenditures

No additional costs- program already in place. 4000-4999: Books And Supplies Base 0.00

Action 10

Planned
Actions/Services

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
Actions/Services

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

Budgeted
Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Estimated Actual
Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 11

Planned
Actions/Services

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
Actions/Services

Administration monitored the master schedule to ensure that all groups were given equal access to the core curriculum and a broad course of study at all grade levels.

Budgeted
Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Estimated Actual
Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 12

Planned
Actions/Services

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.

Actual
Actions/Services

The blacktop area of the playground was resealed and new lines were painted. Two tetherball poles were installed to provide more play options for students during physical activity and recess time. The wooden bat was not needed as another bat was discovered at the school site.

Budgeted
Expenditures

Contract with contractor to reseal the playground area and repaint court lines. 5000-5999: Services And Other Operating Expenditures Base 5,000.00

Purchase and install two tetherball poles in playground

Estimated Actual
Expenditures

Contracted with contractor to reseal the playground area and repaint court lines. 5000-5999: Services And Other Operating Expenditures Base 7,152.00

Purchased and installed two tetherball poles in playground

These are one-time actions and will not be repeated in out years.

area. 4000-4999: Books And Supplies Base 500.00

area. 4000-4999: Books And Supplies Base 47.00

Purchase a wooden bat to be used by students during PE time. 4000-4999: Books And Supplies Base 50.00

Wooden bat was not purchased. 4000-4999: Books And Supplies Base 0.00

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	New US and California flags were purchased for the school. Front door mats were purchased to help with dirt and mud being tracked into the school.	Purchase new US and California Flags. 4000-4999: Books And Supplies Base 300.00 Purchase new front door floor mats. 4000-4999: Books And Supplies Base 500.00	Purchased new US and California Flags. 4000-4999: Books And Supplies Base 66.00 Purchased new front door floor mats. 4000-4999: Books And Supplies Base 611.33

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 seven 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 can be a challenge. Once found, the District must strive to keep a person of this skill level at the site and ready to work with this challenging environment. Maintaining the campus and ensuring that students have the proper curriculum is easy in this small setting. With only seven kids, District Administration can monitor discipline records, schedules, the facility and 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 purchase of bridge materials was not needed this year, creating a reduction in spending of \$500 for action one. The signing bonus for a new teacher was not needed as the board negotiated a different incentive (Goal 2, Action 4). Although the District did not plan to purchase any new cameras to maintain the camera system, two of the cameras failed and were no longer in warranty- new cameras were purchased to replace them for an added cost of \$1200 (Goal 2, Action 6). Other improvements to the campus, including new flags, new front door mats and resealing of the blacktop were slightly different than our estimated amounts. Overall, the District ended up spending \$8.33 more on Goal 2 actions than had been projected.

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

The District was able to hire a new teacher and negotiated a contract with other incentives, so the signing bonus was not necessary. This action will not be needed in out years unless the District needs to hire a new teacher. For the 18-19 and 19-20 years, this action will be eliminated (Goal 2, Action 4). With new teaching staff and a fresh look at resources, the need for bridge materials may differ from the past. Although bridge materials that needed to be purchased were not used, this action will remain in the plan for future years. The District will continue to seek professional development opportunities for our teacher to attend to become more proficient with Differentiated Instruction as well as more well-versed with the CA content standards. Extra Cameras have been deemed necessary to help secure the parking area and front of school. This action will be added in 18-19 (Goal 2, Action 6). The resealing of the playground has been completed as well as the purchase of floor mats for the front doors (Goal 2, Action 12). A school garden has been started and the district will put resources forward to keep it active (Goal 2, Action 13). The District has also concluded that new blinds are necessary in the hallways of the schools. This action will take place in the 18-19 school year (Goal 2, Action 13).

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents will continue to agree or strongly agree that the school is an inviting place for students to learn. 100% of parents will agree or strongly agree that the school encourages parents to be an active part of the educational experience for their children. 100% of parents will agree to strongly agree that the school actively seeks the input of parents before making important decisions. 100% of parents will agree or strongly agree that parents feel welcome to participate at the school.

3B- The District will continue to conduct parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication will be a strong part of the school culture.

3C- The District will continue to conduct annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District will also support the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey will agree or strongly agree that the school has a quality program for their child's special needs.

5A- Increase attendance rates by 0.08%: Student attendance rates will be at least 92.35%.

5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will continue to be 0%.

5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates will remain at 0% for this 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 will remain at 0% for this year.

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

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

Actual

3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents will continue to agree or strongly agree that the school is an inviting place for students to learn. 100% of parents will agree or strongly agree that the school encourages parents to be an active part of the educational experience for their children. 100% of parents will agree to strongly agree that the school actively seeks the input of parents before making important decisions. 100% of parents will agree or strongly agree that parents feel welcome to participate at the school.

3B- The District will continue to conduct parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication will be a strong part of the school culture.

3C- The District will continue to conduct annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District will also support the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey will agree or strongly agree that the school has a quality program for their child's special needs.

5A- Increase attendance rates by 0.08%: Student attendance rates were 87.29%.

5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates for the District were 9.9%. This overall number reflects the rates including charter schools in the District.

5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates are at 0%.

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 are at 0% for this year.

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

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

Expected

Actual

Baseline

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 or 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.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Involve parents in the LCAP process each year as we review and rebuild the LCAP.	Parents/Guardians of students from the community were involved in the LCAP process as we reviewed data and built the new LCAP.	no cost. Not Applicable LCFF 0.00	no cost. Not Applicable LCFF 0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.	Parents took part in the CA Healthy Schools survey, providing valuable feedback to school staff.	copy and postage costs for sending out surveys 4000-4999: Books And Supplies Base 50.00	No postage costs were incurred. 4000-4999: Books And Supplies Base 0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.	Administration and support staff tracked attendance data throughout the school year.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update website for district information and engagement of students and parents.	Administration updated parts of the district website and have actively used the site to post mandated material. No website fees came due during this school year.	Set Up Website and Annual Fee for CatapultK12 5800: Professional/Consulting Services And Operating Expenditures	Website was set-up 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00

Supplemental and Concentration
4000.00

Action 5

Planned Actions/Services

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 Actions/Services

District Administration monitored attendance for unduplicated student groups and looked for barriers that might harm overall attendance for each group.

Budgeted Expenditures

No additional cost- staff already in place 1000-1999: Certificated Personnel Salaries LCFF 0.00

Estimated Actual Expenditures

No additional cost- staff already in place 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 6

Planned Actions/Services

Monitor chronic absenteeism rates biannually for all sub-groups.

Actual Actions/Services

District Administration monitored attendance and chronic absenteeism rates for all sub-groups.

Budgeted Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Estimated Actual Expenditures

No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00

Action 7

Planned Actions/Services

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

Actual Actions/Services

The District did not need to use a bilingual translator this past year during any conferences and/or events.

Budgeted Expenditures

Costs for bilingual translator services. 5800:
Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 250.00

Estimated Actual Expenditures

Bilingual translator was not used. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 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 different mediums. Overall, the District was able to implement the actions in this goal that were necessary for our current 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 is not yet completed). Overall, the actions in Goal three have been achieved as shown by the survey results from parents and students. Custody issues created some challenges for some students in the second half of the school year which hurt the overall attendance rate. Attendance rates dropped overall and administration is working to find other means of supporting families so that students can be involved in school on a more regular basis. Overall, due to the positive feedback we have received from parents and students, we can conclude that the actions completed in this goal are producing positive results throughout the District and are overall effectively meeting our needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The surveys used this year were either sent home with students or done electronically eliminating the need to incur postage costs (Goal 3, Action 2). The District has been using the website and doing updates but has still not received an invoice for the service- this cost will likely be higher as the vendor "catches up" with billing in the subsequent school year (Goal 3, Action 4). A bilingual translator was not used this year during conferences and events (Goal 3, Action 7). This cost will remain in the budget should we need it in the future. Overall, the District spent \$4300 less in Goal three than anticipated- the majority of this was due to not being billed for the website. These costs will still be found in future years. Overall, the District spent \$4800.00 less on Goal Three actions than had been projected.

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 a drop in attendance, the District has effectively implemented the actions from Goal three. Better attendance for our youngest students will continue to be a focus next year as we look to start the year 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 continue to be updated and district staff will continue the effort to load the web page with communications and data that is helpful for parents and students. 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 if needed. The school started supporting student learning with musical instruments this year. The program will expand and new instruments may need to be purchased (Goal 3, Action 8). Additionally, the District plans to purchase a new vehicle for Home-To-School Transportation (Goal 3, Action 9). The District has also noted the need to take an Indirect Cost charge (Goal 3, Action 10). No other changes have been noted for goal three.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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 9/20/17, 10/18/17, 11/15/17, 12/13/17, 1/17/18, 2/21/18, 3/21/18 and 4/18/18 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 20, 2018 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 27, 2018.

9/20/17 Committee Meeting- Committee reviewed student CAASPP scores from the Spring 2017 test administration. Due to the small number of students, grade level reports were not available, but district administration presented current levels of students and progression from previous years.

10/19/17 Committee Meeting- Committee reviewed Priority Four and talked about student achievement. Comparisons were shared with how students achieved on state testing versus their peers in other local schools as well as how they compared to their peers across the state. Administration shared that many of the reviewed areas of priority four do not pertain to the District because it is only a K-8 district with no high school students.

11/15/17 Committee Meeting- Committee reviewed Priority Five and talked about student attendance and chronic absenteeism rates. Drop-out and graduation rates did not apply as the District is a K-8 district and does not have high school students.

12/13/17 Committee Meeting- Committee reviewed Priority Six and talked about suspension and expulsion rates. With only six students that don't really have any discipline issues, the committee talked about how our numbers differ greatly from those of other schools. The committee wanted to continue to see a 0% suspension and expulsion rate in the coming years. The committee also commented that were the school to have major issues with a student, this form of discipline would certainly be used when needed.

1/17/18 Committee Meeting- Committee reviewed Priority Three and talked about parent and student participation in the school setting. The committee looked at parent survey information provided through the CA Healthy Kids Survey. It was noted that the school had increased the number of events that parents could participate in through the course of the school year.

2/21/18 Committee Meeting- Committee reviewed Priority One & Two and talked about the condition of the school site as well as our ability to hire qualified staff. It was noted that the current teacher had been using the adopted curriculum more than in the past. Current standards had become part of the daily engagement of the our students.

3/21/18 Committee Meeting- Committee reviewed Priorities Seven & Eight and talked about what it means to offer a broad course of study to all students. Odysseyware results and usage were shared as well.

4/18/18 Committee Meeting- Committee reviewed the Dashboard Metric and Local Indicators.

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 Committee Meetings (September through April) allowed administration to specifically talk about each priority and to share how our students were achieving compared to others like them across the county and state. By zeroing in on specific areas, parents and community members were able to better understand the priorities themselves as well as what the school was doing to intervene in each area. This allowed us to find better focus for those areas that needed our attention.

With such a a small group of students, Administration was able to actually poll students about their needs and determine if there were things they lacked or would like to see added to the education program or school site.

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 unanimously (2-0, with one member absent) by the Board of Trustees on June 27, 2018.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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.

(2018-19)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

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
<p>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:</p> <p>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)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2017 CAASPP. Scores from the assessment were:</p> <p>Meet/Exceed in ELA- Too few records to show results at each grade level. 60% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2018 CAASPP. Scores from the assessment will be:</p> <p>Meet/Exceed in ELA- Too few records to show results at each grade level. 62% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are:</p> <p>Meet/Exceed in ELA- Too few records to show results at each grade level. 63% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>
<p>Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:</p> <p>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)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2017 CAASPP. Scores from the assessment were:</p> <p>Meet/Exceed in Math- Too few records to show results at each grade level. 80% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2018 CAASPP. Scores from the assessment are:</p> <p>Meet/Exceed in Math- Too few records to show results at each grade level. 82% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>	<p>4A- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are:</p> <p>Meet/Exceed in Math- Too few records to show results at each grade level. 83% of students will meet/exceed when measured as a school (using Snapshot JRES)</p>
<p>Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p>	<p>4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by</p>	<p>4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by</p>	<p>4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by</p>	<p>4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	the State Board of Education.	the State Board of Education.	the State Board of Education.	the State Board of Education.
Priority 4: College and Career Ready/A-G course completion	4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.	4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.	4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.	4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	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)	4D- English Learner Progress: No English Learners were reclassified in this school year for a reclassification rate of 0.00%. With the change in testing from the CELDT to the ELPAC, testing periods changed and we did not get results back from the ELPAC in time to analyze and prepare to reclassify based on any data from the test.	4D- English Learner Progress: At least one English Learner will be reclassified during the school year.	4D- English Learner Progress: At least one English Learner will be reclassified during the school year.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).	4E- EL Reclassification Rate: No English Learners were reclassified in this school year for a reclassification rate of 0.00%. With the change in testing from the CELDT to the ELPAC, testing periods changed and we did not get results back from the	4E- EL Reclassification Rate: TAt least one English Learner will be reclassified during the school year.	4E- EL Reclassification Rate: At least one English Learner will be reclassified during the school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		ELPAC in time to analyze and prepare to reclassify based on any data from the test.		
Priority 4: State Indicator/College and Career Indicator/AP pass rate	4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.	4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.	4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.	4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.
Priority 4: State Indicator/College and Career Indicator/EAP- 11th Grade SBAC results	4G- Share of students participating in the Early Assessment Program (EAP)- 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.	4G- Share of students participating in the Early Assessment Program (EAP)- 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.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	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.	8A- Odysseyware results for 5th grade were 67.02 in ELA and 61.60 in Math. Results for 6th grade were 66.96 in ELA and 64.70 in Math. Results for 7th grade were 84.62 in ELA and 76.33 in Math. Career Exploration results were 64.45 for participating seventh graders.	8A- Odysseyware results will increase by at least five percent for both ELA and Math at each tested grade level.	8A- Odysseyware results will increase by at least two three percent for both ELA and Math at each tested grade level.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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.

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

Unchanged Action

2018-19 Actions/Services

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.

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

Unchanged Action

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Budget Reference	No cost	No cost	No cost

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide Odysseyware online software for Math, Language and college/career exploration to support student learning while measuring outcomes on a monthly basis.

2019-20 Actions/Services

Provide Odysseyware online software for Math, Language and college/career exploration to support student learning while measuring outcomes on a monthly basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500.00	14,500.00	14,750.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Annual contract cost for iStation access for all students.	5800: Professional/Consulting Services And Operating Expenditures Annual contract cost for iStation access for all students.	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Establish baselines and monitor ELPAC scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual ELPAC scores in conjunction with other

2019-20 Actions/Services

Establish baselines and monitor ELPAC scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual ELPAC scores in conjunction with other

summative assessments, including CAASPP.	summative assessments, including CAASPP.	summative assessments, including CAASPP.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100.00	100.00	100.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel costs for Certificated EL Teacher to test EL Students.	5000-5999: Services And Other Operating Expenditures Travel costs for Certificated EL Teacher to test EL students.	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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Foster Youth Low Income</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,500.00	6,500.00	6,900.00
Source	Supplemental and Concentration	Supplemental and Concentration	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.	2000-2999: Classified Personnel Salaries Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations.	2000-2999: Classified Personnel Salaries Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations.
Amount	4,145.00	4,207.00	4,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits for Instructional aide	3000-3999: Employee Benefits Benefits for Instructional aide	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

New Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.	Action Completed in 17-18	Action Completed in 17-18
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250.00	0.00	0.00
Source	Supplemental	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Cost of new set of classroom calculators.	Not Applicable Action completed	Not Applicable Action completed

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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. (2018-19)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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
Priority 1: Local Indicator/ Facilities in good repair	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.	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 will continue to receive this rating for their facility.	1A- Juniper Ridge Elementary School (JRES) will continue to receive a score of good or exemplary using the FIT per Williams Reporting. 100% of the District's schools will continue to receive this rating for their facility.	1A- Juniper Ridge Elementary School (JRES) will continue to receive a score of good or exemplary using the FIT per Williams Reporting. 100% of the District's schools will continue to receive this rating for their facility.
Priority 1: Local Indicator/Teacher credential	1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).	1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the HQT report).	1B- 100% of District's teachers and staff will continue to be appropriately assigned and credentialed (per the HQT report).	1B- 100% of District's teachers and staff will continue to be appropriately assigned and credentialed (per the HQT report).
Priority 1: Local Indicator/ Instructional materials	1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.	1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.	1C- 100% of the District's classrooms will continue to have sufficient instructional materials as verified by a District Board Resolution.	1C- 100% of the District's classrooms will continue to have sufficient instructional materials as verified by a District Board Resolution.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	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	2A- 100% of students had access to a broad course of study in each grade level within the District's one school. Survey results showed	2A- 100% of students will continue to have access to a broad course of study in each grade level within the District's one school.	2A- 100% of students will continue to have access to a broad course of study in each grade level within the District's one school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p>	<p>that teachers in the District are in the "Initial Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Beginning Development" 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 60% of the core subjects taught used CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.</p>	<p>Survey results will show that teachers in the District will continue to be in the "Initial Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Initial Implementation" phase for Social Science, the "Beginning Development" phase for Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District will have 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 70% of the core subjects taught will use CCSS lessons. Social Science and Science lessons will be implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.</p>	<p>Survey results will show that teachers in the District will continue to be in the "Full Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Initial Implementation" phase for Social Science, the "Beginning Development" phase for Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District will have 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 80% of the core subjects taught will use CCSS lessons. Social Science and Science lessons will be implemented by the teacher with any new materials that may come available.</p>
<p>Priority 2: Local Indicator/Implementation of State Standards/ELD</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.	Education with our EL Consultant, the District will be in the "Developing" phase range for some measurements.	Education with our EL Consultant, the District will be in the "Core" phase range for some measurements.	Education with our EL Consultant, the District will be in the "Core" phase range for most measurements.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	2C- 100% of teaching staff were surveyed to provide opportunity for input related to staff development needs.	Metric Included in 2A	Metric Included in 2A	Metric included in 2A
Priority 7: Local Metric/A broad course of study	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.	7A- 100% of our students will have access to a broad course of study throughout the school year. Staff will research needs for foreign language options if needed. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.	7A- 100% of our students will have access to a broad course of study throughout the school year. Staff will research needs for foreign language options if needed. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.	7A- 100% of our students will have access to a broad course of study throughout the school year. Staff will research needs for foreign language options if needed. 100% of our students will have access to a computer in order to learn technology skills that are needed for career and college readiness.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional	7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional	7B- 100% of our unduplicated students will continue to have access to a broad course of study and will be provided supplemental support including: EL Consultant, Instructional	7B- 100% of our unduplicated students will continue to have access to a broad course of study and will be provided supplemental support including: EL Consultant, Instructional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	aide support and access to computers and iPads.	aide support and access to computers and iPads.	aide support and access to computers and iPads.	aide support and access to computers and iPads.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.	7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.	7C- 100% of students with exceptional needs will be enrolled in grade-level appropriate courses and have access to grade-level materials.	7C- 100% of students with exceptional needs will be enrolled in grade-level appropriate courses and have access to grade-level materials.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500.00	276.00	288.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Cost of bridge materials	4000-4999: Books And Supplies Cost of bridge materials	4000-4999: Books And Supplies Cost of bridge materials
Amount		224.00	212.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Cost of bridge materials	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000.00	1000.00	1,000.00
Source	Title II	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Teachers will participate in professional development provided for new curriculum.	5000-5999: Services And Other Operating Expenditures Teachers will participate in professional development provided for new curriculum.	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost	1000-1999: Certificated Personnel Salaries No cost	1000-1999: Certificated Personnel Salaries No cost

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

Action eliminated.

2019-20 Actions/Services

Action eliminated.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	0.00	0.00
Source	Title II	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Signing bonus stipend.	Not Applicable action eliminated	Not Applicable action eliminated
Amount	400.00	0.00	0.00
Source	Title II	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Fixed Costs associated with Stipend.	Not Applicable action eliminated	Not Applicable action eliminated

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost	1000-1999: Certificated Personnel Salaries No cost	1000-1999: Certificated Personnel Salaries No cost

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	3,745.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures No costs for this school year.	5800: Professional/Consulting Services And Operating Expenditures Camera upgrades have been designated to better cover the parking lot and entrance area of the school.	5800: Professional/Consulting Services And Operating Expenditures 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries no cost.	1000-1999: Certificated Personnel Salaries No cost.

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies No additional costs- program already in place.	4000-4999: Books And Supplies No additional cost- program already in place.	4000-4999: Books And Supplies 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Action completed in 17-18.

2019-20 Actions/Services

Action completed in 17-18.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	0.00	0.00
Source	Base	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with contractor to reseal the playground area and repaint court lines.	Not Applicable Action completed in 17-18	Not Applicable Action completed in 17-18
Amount	500.00	0.00	0.00
Source	Base	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Purchase and install two tetherball poles in playground area.	Not Applicable Action completed in 17-18	Not Applicable Action completed in 17-18

Amount	50.00	0.00	0.00
Source	Base	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Purchase a wooden bat to be used by students during PE time.	Not Applicable Action not needed- another bat found at site.	Not Applicable Action not needed- another bat found at site.

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Prior year action completed. This action will now be modified to purchase blinds for the hallways to make building more safe. Also, the students and teacher have created a garden for students to grow plants & vegetables and learn about nutrition.

2019-20 Actions/Services

Purchase items needed to maintain school garden.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300.00	2,000.00	0.00
Source	Base	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Purchase new US and California Flags.	4000-4999: Books And Supplies Purchase blinds to install in hallway of school to make the building more safe.	Not Applicable Action to be completed in 18-19
Amount	500.00	500.00	500.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase new front door floor mats.	4000-4999: Books And Supplies Purchase items needed to maintain school garden	4000-4999: Books And Supplies Purchase items needed to maintain school garden

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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.

(2018-19)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

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
<p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p>	<p>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.</p>	<p>3A- The CA Healthy Kids Survey was administered in Oct/Nov of 2017. New format for the CHKS made some of the comparisons to prior years difficult. New questions and new format will establish a new baseline for measuring success/failures in the coming years. The fall 2017 results will establish our new baseline and be used to make comparisons in future years. 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</p>	<p>3A- The new format and questions on the CA Healthy Kids Survey will establish baselines to measure progress in the coming year. Fall 2017 results will be used as a baseline and comparisons will be made in the subsequent years. The District will look to maintain at least a 75% approval or favor rating from parents.</p>	<p>3A- The new format and questions on the CA Healthy Kids Survey will establish baselines to measure progress in the coming year. Fall 2017 results will be used as a baseline and comparisons will be made in the subsequent years. The District will look to maintain at least a 75% approval or favor rating from parents.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		parents agreed or strongly agreed that parents feel welcome to participate at the school.		
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	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.	3B- The District conducted parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication was a strong part of the school culture.	3B- The District will continue to conduct parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication will be a strong part of the school culture.	3B- The District will continue to conduct parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication will be a strong part of the school culture.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	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.	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.	3C- The District will continue to conduct annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District will also support the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey will agree or strongly agree that the school has a quality program for their child's special needs.	3C- The District will continue to conduct annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District will also support the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey will agree or strongly agree that the school has a quality program for their child's special needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Student Engagement/School attendance rates	5A- Increase attendance rates by 0.08%: Student attendance rates dropped from 96.67% to 92.27%.	5A- Increase attendance rates by 0.08%: Student attendance rates fell to 87.29%.	5A- Increase attendance rates by at least 0.08%: Student attendance rates will be at least 90%.	5A- Increase attendance rates by at least 0.08%: Student attendance rates will be at least 92%.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were at 0% for this past year.	5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were published for the first time during the 2017-2018 school year. The District Chronic Absenteeism rates were 9.9%.	5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will be 07.9%.	5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will be 5.9%.
Priority 5: Local Metric/Middle school dropout rate	5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates remained at 0% for this past year.	5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates weret 0% for the year.	5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates will remain at 0% for this year.	5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates will remain at 0% for this year.
Priority 5: Local Metric/Student Engagement/High school dropout rate	5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.	5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.	5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.	5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.
Priority 5: Local Metric/Student Engagement/High school dropout rate	5E- Increase High School cohort graduation 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.	5E- Increase High School cohort graduation 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.
Priority 6: State Indicator/Student Suspension Indicator	6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.	6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates were at 0% for the year.	6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates will remain at 0% for this year.	6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates will remain at 0% for this year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Metric/Expulsion rate	6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.	6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates were at 0% for the year.	6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates will remain at 0% for this year.	6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates will remain at 0% for this year.
Priority 6: Local Indicator/Local tool for school climate	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.	6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agreed or strongly agreed that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered annually.	6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents will continue to agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered annually.	6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents will continue to agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered annually.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies no cost.	4000-4999: Books And Supplies No cost.	4000-4999: Books And Supplies No cost.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000.00	4,000.00	1,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Set Up Website and Annual Fee for CatapultK12	5800: Professional/Consulting Services And Operating Expenditures Annual Fee for CatapultK12	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No additional cost- staff already in place	1000-1999: Certificated Personnel Salaries No additional cost- staff already in place	1000-1999: Certificated Personnel Salaries No additional cost- staff already in place

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Monitor chronic absenteeism rates biannually for all sub-groups.

2018-19 Actions/Services

Monitor chronic absenteeism rates biannually for all sub-groups.

2019-20 Actions/Services

Monitor chronic absenteeism rates biannually for all sub-groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.	1000-1999: Certificated Personnel Salaries No cost.

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	250.00	250.00	250.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.	5800: Professional/Consulting Services And Operating Expenditures Costs for bilingual translator services.

Action 8

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

Purchase musical instruments to continue growing options for students to engage in learning to play a musical instrument.

Continue to purchase musical instruments to continue growing options for students to engage in learning to play a musical instrument.

Budgeted Expenditures

Amount		1,000.00	1,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Purchase of musical instruments	4000-4999: Books And Supplies Purchase of musical instruments

Action 9

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	
	Purchase new vehicle for student home-to-school transportation.	Action completed in prior year.

Budgeted Expenditures

Amount		39,976.00	0.00
Source		Other	Not Applicable
Budget Reference		6000-6999: Capital Outlay Purchase new school vehicle.	Not Applicable Action completed

Action 10

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	
	The supplemental and concentration funding generated by unduplicated pupils increases the work load of Administrative and Business staff. To report the true cost of all actions supported with supplemental and concentration funding, an indirect cost has been charged for general managements costs such as administrative oversight, accounting, budgeting, purchasing and data processing.	The supplemental and concentration funding generated by unduplicated pupils increases the work load of Administrative and Business staff. To report the true cost of all actions supported with supplemental and concentration funding, an indirect cost has been charged for general managements costs such as administrative oversight, accounting, budgeting, purchasing and data processing.

Budgeted Expenditures

Amount		3,434.00	3,090.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		7000-7439: Other Outgo Indirect cost charge	7000-7439: Other Outgo Indirect cost charge

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$19,857.00

Percentage to Increase or Improve Services

9.03%

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 86% of the District's students are considered part of the unduplicated count. Also, approximately 29% (2 of 7) 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 17% (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 Odysseyware online software for Math, Language and Career options to support student learning while measuring outcomes on a monthly basis. (\$14,500)
2. Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth. (\$10,707)
3. Purchase common core bridge materials for Social Studies and Next Generation Science Standards to better enhance access to standards for our unduplicated pupils. (\$224)
4. Purchase any new musical instruments to continue to engage student interest in learning of musical instruments. (\$1,000)
5. Set up and update website for district information and engagement of students and parents. (\$4,000)
6. Utilize a bi-lingual translator for parent conferences if necessary. (\$250)

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).

7. Purchase and install blinds in the hallways to improve student safety and building security. (\$2,000)
8. Provide staff development for ELD and CA State Standards Implementation. (\$1,000)
9. Reimburse Travel expenses for EL Teacher to test English Learners. (\$100)
10. Charge for Indirect Costs (\$3,434)

Total Expenditures for Unduplicated Pupils is \$37,215.00

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 7.31%. 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, supplemental online instruction to help build missing foundational skills, support for music instruction, 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$16,309

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)

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).

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 7.31%. 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.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 *EC* 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 *California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	26,045.00	33,011.33	26,045.00	81,762.00	33,640.00	141,447.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	6,400.00	9,076.33	6,400.00	550.00	550.00	7,500.00
LCFF	0.00	0.00	0.00	3,745.00	0.00	3,745.00
Lottery	500.00	0.00	500.00	276.00	288.00	1,064.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	39,976.00	0.00	39,976.00
Supplemental	250.00	133.00	250.00	0.00	0.00	250.00
Supplemental and Concentration	15,495.00	22,620.00	15,495.00	37,215.00	32,802.00	85,512.00
Title II	3,400.00	1,182.00	3,400.00	0.00	0.00	3,400.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	26,045.00	33,011.33	26,045.00	81,762.00	33,640.00	141,447.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	6,500.00	4,290.00	6,500.00	6,500.00	6,900.00	19,900.00
3000-3999: Employee Benefits	4,545.00	3,404.00	4,545.00	4,207.00	4,500.00	13,252.00
4000-4999: Books And Supplies	2,150.00	2,057.33	2,150.00	4,050.00	2,050.00	8,250.00
5000-5999: Services And Other Operating Expenditures	5,100.00	7,219.00	6,100.00	1,100.00	1,100.00	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	5,750.00	16,041.00	4,750.00	22,495.00	16,000.00	43,245.00
6000-6999: Capital Outlay	0.00	0.00	0.00	39,976.00	0.00	39,976.00
7000-7439: Other Outgo	0.00	0.00	0.00	3,434.00	3,090.00	6,524.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	26,045.00	33,011.33	26,045.00	81,762.00	33,640.00	141,447.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	6,500.00	4,290.00	6,500.00	6,500.00	6,900.00	19,900.00
3000-3999: Employee Benefits	Supplemental and Concentration	4,145.00	3,404.00	4,145.00	4,207.00	4,500.00	12,852.00
3000-3999: Employee Benefits	Title II	400.00	0.00	400.00	0.00	0.00	400.00
4000-4999: Books And Supplies	Base	1,400.00	1,924.33	1,400.00	550.00	550.00	2,500.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	500.00	0.00	500.00	276.00	288.00	1,064.00
4000-4999: Books And Supplies	Supplemental	250.00	133.00	250.00	0.00	0.00	250.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	3,224.00	1,212.00	4,436.00
5000-5999: Services And Other Operating Expenditures	Base	5,000.00	7,152.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	100.00	67.00	100.00	1,100.00	1,100.00	2,300.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	3,745.00	0.00	3,745.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	4,750.00	14,859.00	4,750.00	18,750.00	16,000.00	39,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,000.00	1,182.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	39,976.00	0.00	39,976.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00	0.00	3,434.00	3,090.00	6,524.00
Not Applicable	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	11,495.00	22,753.00	11,495.00	25,307.00	26,250.00	63,052.00
Goal 2	10,250.00	10,258.33	10,250.00	7,745.00	2,000.00	19,995.00
Goal 3	4,300.00	0.00	4,300.00	48,710.00	5,390.00	58,400.00

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