

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ravendale-Termo Elementary School District

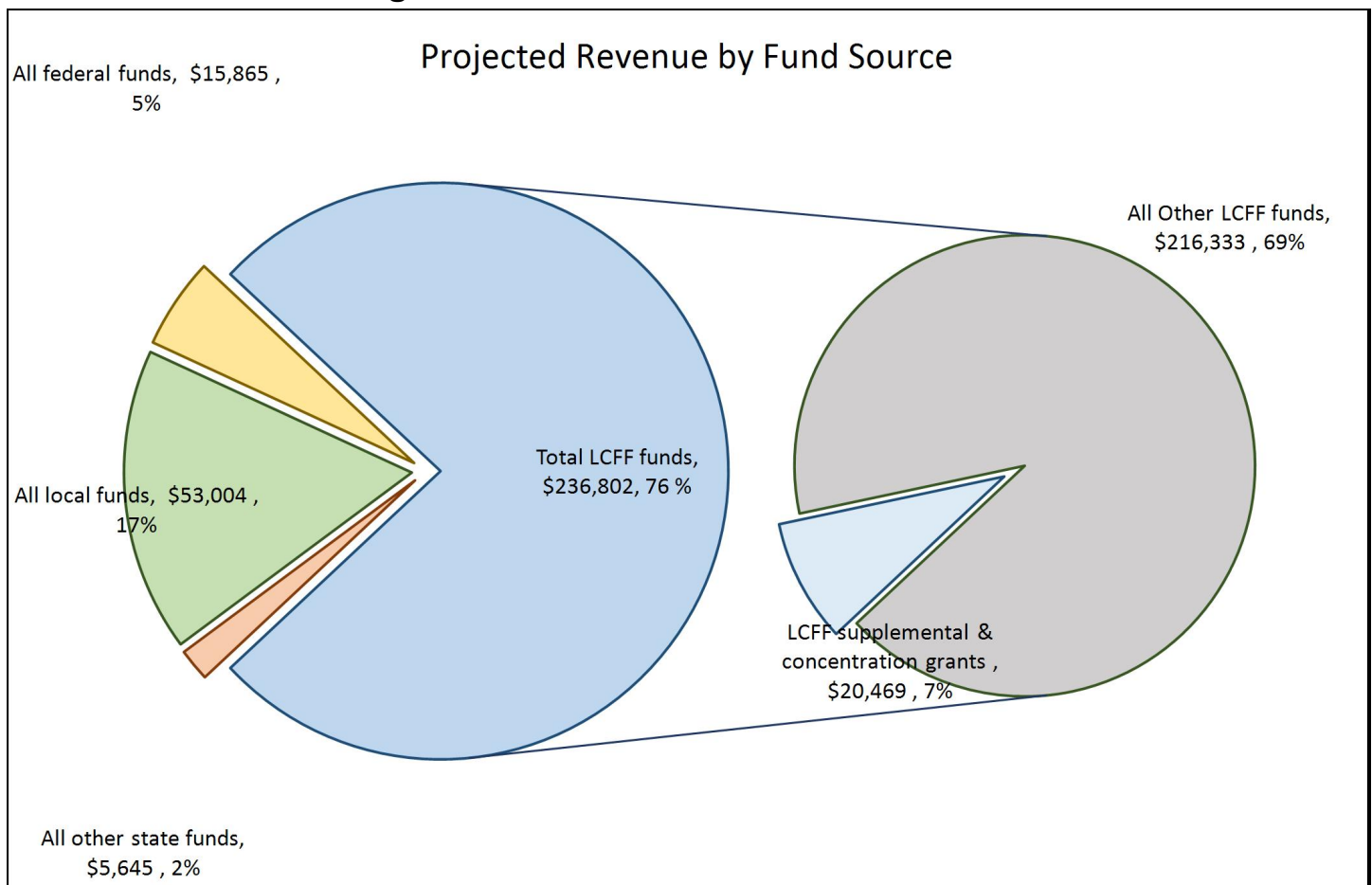
CDS Code: 18-64162-6010789

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jason Waddell, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

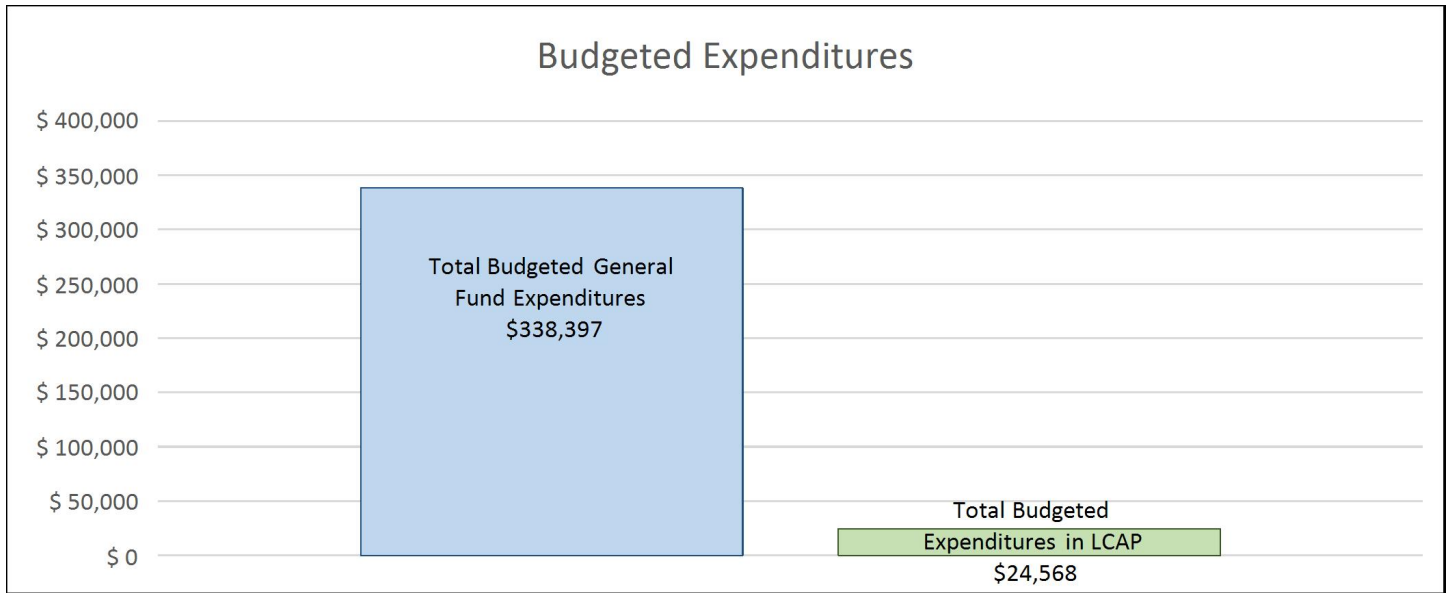


This chart shows the total general purpose revenue Ravendale-Termo Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Ravendale-Termo Elementary School District is \$311,316, of which \$236,802.00 is Local Control Funding Formula (LCFF), \$5,645.00 is other state funds, \$53,004.00 is local funds, and \$15,865.00 is federal funds. Of the \$236,802.00 in LCFF Funds, \$20,469.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ravendale-Termo Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ravendale-Termo Elementary School District plans to spend \$338,397.00 for the 2019-20 school year. Of that amount, \$24,568.00 is tied to actions/services in the LCAP and \$313,829 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District's General Fund Expenditures for 2019/20 total \$338,397.00. The majority of the expenditures not included in the LCAP are personnel costs with \$54,362 for certificated salaries, \$21,750 for classified salaries, \$49,011 for employee health benefits, retirement contributions, statutory employer payroll taxes and retiree health benefits. Books and Supplies account for \$29,100. Services and Other Operating accounts for \$155,758, 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 -\$1,952.00. Other Outgo accounts for \$0.00. Transfers account for \$5,500, this includes transfers to the Cafeteria Fund. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

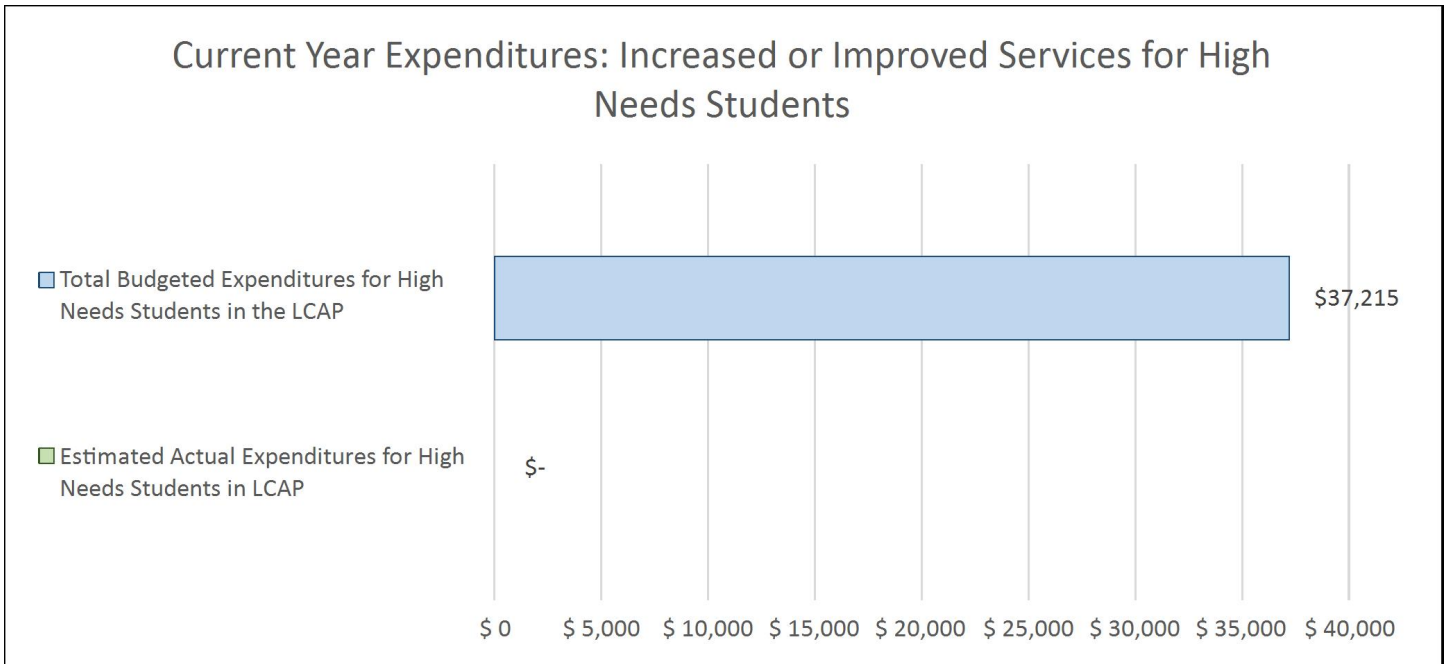
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ravendale-Termo Elementary School District is projecting it will receive \$20,469.00 based on the enrollment of foster youth, English learner, and low-income students. Ravendale-Termo Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ravendale-Termo Elementary School District plans to spend \$20,518.00 on actions to meet this requirement.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Ravendale-Termo Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ravendale-Termo Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ravendale-Termo Elementary School District's LCAP budgeted \$37,215.00 for planned actions to increase or improve services for high needs students. Ravendale-Termo Elementary School District estimates that it will actually spend \$13,001.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$NaN had the following impact on Ravendale-Termo Elementary School District's ability to increase or improve services for high needs students:

When the District originally purchased Odysseyware licenses for our students, the program was new and we paid a program set-up fee. We also paid for some professional development to learn how to use the software platform. The District paid an annual fee in the first year and while building the prior year LCAP budget, we misidentified that the cost was an annual cost when in reality it was the total cost for a three year term. With this oversight, the District actually projected to spend \$14,500 more than needed. Once we realized the error, it was fixed it in the 19/20 update. The purchasing of more security blinds (\$2000) was delayed until the 19-20 school year and the projected amount needed for professional development (\$1000) was not used as most trainings were supplied to the District without a charge.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

## 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 9 students in transitional kindergarten through eighth grade (CALPADS Snapshot 1.17). During the 18-19 school year, the nine students represented grade levels from Transitional Kindergarten through Eighth Grade. One certificated teacher works with the nine 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 100% with an enrollment at CBEDS (10/3/18) of nine. At the end of the year, we finished with seven students. 29% of our students are designated English Learners and we had a 50% reclassification rate this year. 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 2019-2020 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 California School Dashboard, 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 2018 test administration. 50% of students in Math and 25% of students in ELA met or exceeded state standards. Due to the low number of students at the site, breakdowns by grade level and/or ethnic groups are not possible.

The District created a more safe and secure learning environment for the staff and students this past year with the purchase and installation of new video surveillance for the campus. Staff from the Lassen County Office of Education and members of the Lassen County Sheriff's Department coordinated efforts to avert theft at the school and have increased watch patrols and surveillance to reduce occurrences of crime outside of the school hours when no personnel are present at the school site.

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. Students showcased their musical skills at several open-house events throughout the year.

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. More community members attended events at the school over this past year than had been seen in some time.

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 California School Dashboard, 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 again this past year with a change-over of students at certain grade levels. 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 negative 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 California School Dashboard, 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.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

N/A

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

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

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

### 18-19

4A- Performance on Standardized Tests: Test results were released for the 2018 CAASPP. Scores from the assessment will be:

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)

### Baseline

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

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)

Actual

4A- Met/Exceeded in ELA- There were too few records to show results at each grade level. Overall, 50% of students tested in ELA nearly met or met expectations on testing done in the spring of 2018.

## Expected

**Metric/Indicator**

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

**18-19**

4A- Performance on Standardized Tests: Test results were released for the 2018 CAASPP. Scores from the assessment are:

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)

**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)

**Metric/Indicator**

Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

**18-19**

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

**Baseline**

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

**Metric/Indicator**

Priority 4: College and Career Ready/A-G course completion

**18-19**

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

**Baseline**

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

**Metric/Indicator**

Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

## Actual

4A- Met/Exceeded in Math- There were too few records to show results at each grade level. Overall, 75% of students tested in Math nearly met or met expectations on testing done in the spring of 2018.

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: Baselines established from the spring 2018 ELPAC are as follows: Too few records to show results.

## Expected

### 18-19

4D- English Learner Progress: At least one English Learner will be reclassified during the school year.

#### Baseline

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)

#### Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Reclassification rates

### 18-19

4E- EL Reclassification Rate: TAt least one English Learner will be reclassified during the school year.

#### Baseline

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

#### Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/AP pass rate

### 18-19

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

#### Baseline

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

#### Metric/Indicator

Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results

### 18-19

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

#### Baseline

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

#### Metric/Indicator

## Actual

4E- EL Reclassification Rate: One student was reclassified during the school year for a reclassification rate of 50%.

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- Odysseyware courses were completed by all sixth through eighth grade students in both Language and Mathematics. Scores for students ranged

**Expected**

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

**18-19**

8A- Odysseyware results will increase by at least five percent for both ELA and Math at each tested grade level.

**Baseline**

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.

**Actual**

from 55- 81%. 100% of the students showed completion rates higher than the previous year.

**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.	The District established baselines and monitored student progress on CAASPP and other local benchmark assessments to determine success and provided instructional focus on Standards clusters in both ELA and Math.	No cost 0.00	No Cost Not Applicable Not Applicable 0.00

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Odysseyware online software for Math, Language and college/career exploration to support student learning while measuring outcomes on a monthly basis.	The District provided Odysseyware online software for Math, Language and college/career exploration to support student learning while measuring outcomes on a regular basis.	Annual contract cost for iStation access for all students. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,500.00	Contract was for three years 17/18 - 19/20 and cost was paid in 17/18, additional cost should not have been included in 18/19 Budgeted expenditures. 5800: Professional/Consulting Services And Operating Expenditures

LCFF Supplemental and Concentration 0.00

**Action 3**

**Planned  
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.

**Actual  
Actions/Services**

The District established baselines and monitored ELPAC scores on annual basis to measure language acquisition for all English Learners. The District identified reclassification candidates based on their annual ELPAC scores in conjunction with other summative assessments, including CAASPP.

**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**

Paid travel costs for EL Teacher to test EL students. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 71.00

**Action 4**

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

The District designated staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.

**Budgeted  
Expenditures**

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

Benefits for Instructional aide 3000-3999: Employee Benefits Supplemental and Concentration 4,207.00

**Estimated Actual  
Expenditures**

Paid salary for classified instructional aide to provide supplemental support to EL, disadvantaged and foster students. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 4,813.00

Paid benefits for classified instructional aide to provide supplemental support to EL, disadvantaged and foster students. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,688.00

**Action 5**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Action Completed in 17-18

Action was completed in 17-18 and removed in out years.

Action completed Not Applicable  
Not Applicable 0.00

Action completed Not Applicable  
Not Applicable 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 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 ELPAC testing and appropriate enrichment and interventions were implemented as needed. The Odysseyware online software program was purchased and students used it for supplemental instruction throughout 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.

CASSPP test results for the spring of 2018 show that even in a small setting like Juniper Ridge Elementary School, students can thrive academically. Each student that participated in CAASPP Testing showed growth in one domain or another for Math and ELA. Staff works well with students and the educational setting 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 Odysseyware for online student support in ELA and Mathematics. This diagnostic software was expected to cost \$14,500 annually. The District misinterpreted the contract with Odysseyware and found that the expected 18-19 cost was actually the total cost for the program for three years. The budget was adjusted in the annual update for 18-19 and also in the 19-20 budget (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 \$2206 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 teacher based on student need and population (Goal 1, Action 4). During the 2018-19 school year, the District spent \$16,735 less 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: 75% of students nearly met or met standards in Math and 50% of test-takers nearly met or met 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 district will continue the use of Odysseyware for supplemental instruction as we move forward (Goal 1,Action 2).

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 2

The Ravensdale-Termo Elementary School District will strive to provide a broad course of study for all students form 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:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Priority 1: Local Indicator/ Facilities in good repair

**18-19**

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.

**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.

**Metric/Indicator**

Priority 1: Local Indicator/Teacher credential

**18-19**

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

Actual

1A- Juniper Ridge Elementary School (JRES) received a good/exemplary rating from the Facilities Inspection Tool (FIT) per the Williams Act. 100% of the District's schools received this rating for their facilities.

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



## Expected

### Baseline

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

### Metric/Indicator

Priority 1: Local Indicator/ Instructional materials

#### 18-19

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

### Baseline

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

### Metric/Indicator

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

#### 18-19

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 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.

### Baseline

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.

## Actual

1C- 100% of the District's classrooms had 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. Survey results showed that teachers in the District were in the

## Expected

**Metric/Indicator**

Priority 2: Local Indicator/Implementation of State Standards/ELD

**18-19**

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 "Core" phase range for some measurements.

**Baseline**

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.

**Metric/Indicator**

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

**18-19**

Metric Included in 2A

**Baseline**

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

**Metric/Indicator**

Priority 7: Local Metric/A broad course of study

**18-19**

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.

**Baseline**

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.

## Actual

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 was in the "Core" phase range for most measurements.

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

7A- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served:

Using the School Information System (Schoolwise), the District is able to run reports that check enrollment status for students across all grade levels. Student enrollment is crosschecked against their grade levels to ensure that they are enrolled in the correct courses for their grade level. Additionally, registration in coursework is crosschecked to monitor enrollment in appropriate coursework for unduplicated students, homeless youth and students with exceptional needs. Regular monitoring of classroom instruction and achievement reporting by Site Administrator helps ensure that students are receiving access to all required coursework.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study:

## Expected

## Actual

Upon registration in our schools, no matter their grade levels, students are enrolled in a broad course of study that affords them access to all required courses. Per education code 51210 Elementary Course of Study, students in grades 1-6 receive instruction in English, Mathematics, Social Science, Science, Visual and Performing Arts, Health and Physical Education. In grades 7-8, students are enrolled in the appropriate studies per education code 51220 with the exception of foreign language. The District utilizes an online instructional platform which provides a course for students to take a foreign language.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students:

Based on the results of our locally selected measure, the greatest barrier to providing access to a broad course of study for our students is our ability to provide enough time and space for our 7-8 students to receive a foreign language component. In the coming year, the District will work with its LCAP shareholder group to monitor ways to improve or change this coursework if necessary.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The district will continue to monitor and track student access and enrollment in a broad course of study.

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

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

### **Metric/Indicator**

Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils

### **18-19**

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.

### **Baseline**

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.

### **Metric/Indicator**

**Expected**

Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs

**18-19**

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

**Baseline**

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.	Evaluated current materials and found that there was no need to purchase bridge materials for core subjects.	Cost of bridge materials 4000-4999: Books And Supplies Lottery 276.00	No costs incurred 4000-4999: Books And Supplies Lottery 0.00
		Cost of bridge materials 4000-4999: Books And Supplies Supplemental and Concentration 224.00	No costs incurred 4000-4999: Books And Supplies LCFF Supplemental and Concentration 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 regarding ELA and Mathematics CA Standards implementation that was offered thorough a neighboring district. No costs were incurred for the training.	Teachers will participate in professional development provided for new curriculum. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000.00	No costs incurred 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00

**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 conducted walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a routine basis.	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
Action eliminated.		action eliminated Not Applicable Not Applicable 0.00	Action eliminated Not Applicable Not Applicable 0.00
		action eliminated Not Applicable Not Applicable 0.00	Action eliminated Not Applicable Not Applicable 0.00

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.	The District completed the Facilities Inspection Tool (FIT) in the fall to monitor facility needs.	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF Base 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.	The District maintained its camera system infrastructure in order to provide school with high-tech cameras to help reduce vandalism and theft at the school buildings. New cameras were purchased and installed near the front of the property.	Camera upgrades have been designated to better cover the parking lot and entrance area of the school. 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,745.00	Purchased and installed cameras to cover the parking lot and entrance area of the school. 4000-4999: Books And Supplies LCFF Base 6,050.00

**Action 7**

**Planned  
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.

**Actual  
Actions/Services**

The District monitored suspension/expulsion rates on a biannual basis to help determine whether or not the school was creating a safe, constructive learning environment for all students.

**Budgeted  
Expenditures**

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

**Estimated Actual  
Expenditures**

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

**Action 8**

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

The District ensured that ELD standards and interventions were being addressed with the implementation of the new CA Standards curriculum.

**Budgeted  
Expenditures**

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

**Estimated Actual  
Expenditures**

No cost 1000-1999: Certificated Personnel Salaries LCFF Base 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**

The District provided nutritious lunches and snacks for pupils eligible for free and reduced meals each day.

**Budgeted  
Expenditures**

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

**Estimated Actual  
Expenditures**

No additional cost-program already in place. 4000-4999: Books And Supplies LCFF 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**

The District monitored discipline records for EL, Disadvantaged and Foster Youth on a biannual basis to ensure that the school was providing a safe, fair learning environment for students in the 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 Base 0.00

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District monitored the master schedule to ensure that all subgroups were afforded access to the core curriculum and a broad course of study at all grade levels.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF Base 0.00

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action completed in 17-18.		Action completed in 17-18 Not Applicable Not Applicable 0.00	Action completed in 17-18 Not Applicable Not Applicable 0.00
		Action completed in 17-18 Not Applicable Not Applicable 0.00	Action completed in 17-18 Not Applicable Not Applicable 0.00
		Action not needed- another bat found at site. Not Applicable Not Applicable 0.00	Action completed in 17-18 Not Applicable Not Applicable 0.00

**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Project to purchase hallway blinds was delayed until the summer of 2019 and will be accounted for in the 19-20 goals and budget.	Purchase blinds to install in hallway of school to make the building more safe. 4000-4999: Books And Supplies Supplemental and Concentration 2,000.00	No costs incurred 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
		Purchase items needed to maintain school garden 4000-4999: Books And Supplies Base 500.00	No costs incurred 4000-4999: Books And Supplies LCFF Base 0.00



# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

With only one teacher and nine students, the actions stated above are relatively easy to monitor. Taking care of the campus is a priority for staff and the Board of Trustees. Students benefit from a well-maintained and safe learning environment. FIT inspections showed an exemplary campus and purchasing records indicate areas where the staff ordered materials that were needed to enhance or "bridge" the current curriculum with the new CA state standards. The District noted that schedules were properly aligned for all students and each pupil was provided with a broad course of study. Properly credentialed staff will remain a high priority in the 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 nine kids, District Administration can monitor 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 (Goal 2, Action 1). Professional Development costs of \$1000 were not utilized because the training provided by a neighboring district and the Lassen County Office of Education was covered and the District was not billed for services (Goal 2, Action 2). The District experienced some theft and vandalism with our fuel tank and spent an extra \$2305 in costs for improving our surveillance system (Goal 2, Action 6). The acquisition of more blinds for the hallways was delayed until the summer of 2019 and so the cost for this action was rolled forward to the 19-20 school year and will be reflected in the 19-20 goals and budget (Goal 2, Action 13). No school garden expenditures had been accrued yet for a net savings of \$500. Overall, the District spent \$1695 less on Goal Two than was originally planned.

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 year-to-year need for bridge materials will remain a likelihood until all core curriculum has been readopted to meet the new CA state standards. Needs may differ each year depending on the number of students and the enrolled grade levels. Although materials were not needed in 18-19, this item will remain in the budget in the coming year (Goal 2, Action 1). Professional Development will always be needed and will remain in the budget each year as well (Goal 2, Action 2). 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 has been eliminated in out years and will not be needed unless the District needs to hire a new teacher (Goal 2, Action 4). The District will not plan to add as many new



cameras to the surveillance system as it did this past year. The cost for updating and maintaining the system will be accounted for in Goal 2, Action 6. The hallway blinds that will be purchased and installed during the summer of 2019 have been rolled forward and reflected in the 2019-20 budget and actions (Goal 2, Action 13). The District has concluded that it will add an action to purchase backpacks and school supplies for all students during the 2019-20 school year and this is reflected in the addition of Goal 2, Action 14.

# Annual Update

LCAP Year Reviewed: **2018-19**

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.  
(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:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

### 18-19

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.

### 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 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.

Actual

3A- Due to the small number of responses to the CA Healthy Kids Survey, the District did not receive results for the students, staff or parents. However, the school did conduct their own survey and found that 100% of parents felt that the school was a safe and inviting place for students and their learning. 100% of parents felt that the school encourages parents to be an active part of the educational experience; 75% felt that the school actively seeks the input of parents before making important decisions and 100% of parents indicated that they felt welcome at the school site.

## Expected

**Metric/Indicator**

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

**18-19**

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.

**Baseline**

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.

**Metric/Indicator**

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

**18-19**

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.

**Baseline**

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.

**Metric/Indicator**

Priority 5: Local Metric/Student Engagement/School attendance rates

**18-19**

5A- Increase attendance rates by at least 0.08%: Student attendance rates will be at least 90%.

**Baseline**

5A- Increase attendance rates by 0.08%: Student attendance rates dropped from 96.67% to 92.27%.

**Metric/Indicator**

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

**18-19**

## Actual

3B- The District conducted parent/teacher conferences and reclassification meetings with EL families at the school this past year.

3C- The District held IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District supported the Community Advisory Committee (CAC) through our local SELPA. 100% of qualified parents surveyed through the CA Healthy Kids Surey agreed that the school had a quality program for their child's special needs.

5A- Attendance rates increased from 17-18 at 85.94% to 91.80% in 18-19 (P2 Calculation).

5B- Chronic Absenteeism rates: The number of students at the school is too small to display. Internal record keeping shows that our rates improved over the previous year.

## Expected

5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will be 07.9%.

### Baseline

5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were at 0% for this past year.

### Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

### 18-19

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

### Baseline

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

### Metric/Indicator

Priority 5: Local Metric/Student Engagement/High school dropout rate

### 18-19

5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.

### Baseline

5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.

### Metric/Indicator

Priority 5: Local Metric/Student Engagement/High school dropout rate

### 18-19

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

### Baseline

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

### Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

### 18-19

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

### Baseline

## Actual

5C- Reduce Middle School Dropout Rates- Middle School dropout remained at 0% for the school 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.

Expected

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

**Metric/Indicator**

Priority 6: Local Metric/Expulsion rate

**18-19**

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

**Baseline**

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

**Metric/Indicator**

Priority 6: Local Indicator/Local tool for school climate

**18-19**

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.

**Baseline**

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.

Actual

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

6C- 100% of parents and students felt that the school was a safe place as measured by the CA Healthy Kids Survey administered in the Fall of 2018.

**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

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

Actual  
Actions/Services

Parents from the District were involved with the LCAP process as we reviewed and rebuilt the LCAP.

Budgeted  
Expenditures

No cost. 4000-4999: Books And Supplies LCFF 0.00

Estimated Actual  
Expenditures

No cost 4000-4999: Books And Supplies LCFF Base 000

**Action 2**

Planned

Actual

Budgeted

Estimated Actual

**Actions/Services**

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

**Actions/Services**

The District conducted surveys with parents and students to gather feedback on school-related issues; including LCAP, school climate, school facilities and transportation.

**Expenditures**

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

**Expenditures**

No cost incurred 4000-4999: Books And Supplies LCFF Base 0.00

**Action 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

The District provide necessary resources to administrative staff to ensure that accurate and up-to-date attendance data was readily available.

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

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

**Action 4**

**Planned Actions/Services**

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

**Actual Actions/Services**

The District updated its website to better distribute information and engage parents and students.

**Budgeted Expenditures**

Annual Fee for CatapultK12 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00

**Estimated Actual Expenditures**

Paid annual fee for CatapultK12 to host website 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,022.00

**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**

The District allocated resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocated resources for monitoring their attendance.

**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 Base 0.00

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor chronic absenteeism rates biannually for all sub-groups.	The District monitored chronic absenteeism rates for all subgroups on a biannual basis.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF Base 0.00

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize a bi-lingual translator for parent conferences if necessary.	The District made a bi-lingual translator available for parents conferences, but it was not needed this year.	Costs for bilingual translator services. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 250.00	No cost incurred 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase musical instruments to continue growing options for students to engage in learning to play a musical instrument.	The District purchased musical instruments to increase options for students to engage in learning to play a musical instrument.	Purchase of musical instruments 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	Purchased musical instruments 4000-4999: Books And Supplies LCFF Supplemental and Concentration 237.00

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase new vehicle for student home-to-school transportation.	The District purchased a Ford Expedition to provide safe, efficient home-to-school transportation for our students.	Purchase new school vehicle. 6000-6999: Capital Outlay Other 39,976.00	Purchased new school vehicle 6000-6999: Capital Outlay Other 33,415.00

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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 District incurred indirect costs related to the increased workload of District Office staff for the LCAP process and impact.

Indirect cost charge 7000-7439:  
Other Outgo Supplemental and  
Concentration 3,434.00

Paid indirect costs 7000-7439:  
Other Outgo LCFF Supplemental  
and Concentration 1,170.00

## 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 system that promotes goals that will help students become learned citizens in the world. Goal Three provides actions that support positive 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 content on the website continues to be a large task and new ADA requirements will provide new challenges. The purchase of the new vehicle for Home-To-School Transportation will provide students with a safe, more fuel efficient means of getting to school. Through monitoring attendance and transportation routes, the District added a stop closer to residence of one of our students with chronic absenteeism and help to positively impact attendance for that child. Overall, the actions in Goal Three have been achieved as shown by the survey results from parents and the positive feedback we have received at our many community events. It appears that the actions in Goal Three are producing the positive results we were looking for overall and meeting the needs of our student population.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School Surveys used this year were either sent home with students or done electronically, thus eliminating the need to incur postage costs (Goal 3, Action 2). Final costs for the production/hosting of our website came-in with a discount that made the overall costs less than expected; the District paid \$978 less than expected for its website costs (Goal 3, Action 4). Projected costs for the bilingual translator went unused as the parents felt that communication with the school was okay and no translator was needed. This saved the District \$250 in translator costs (Goal 3, Action 7). The purchase of musical instruments was \$763 less than budgeted (Goal 3, Action 8). The District purchased a Ford Expedition to help with Home-To-School Transportation and the cost was \$6561 less than projected (Goal 3, Action 9). With the reduction in monies spent for Goal Three, the indirect costs charged to the goal went down as well and were \$2264 less than projected (Goal 3, Action 10). Overall, the District spent \$10,866 less on Goal Three than 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:** The District saw improvements to its attendance rates for those students that stayed at the school throughout the 18-19 school year. Our focus on better attendance for our younger students has paid off and we saw a good increase in our overall attendance percentage for our students. The adjustment to some of our routes improved the attendance for some profoundly while they were attending our school site. Parent participation and participation from the community in school functions has improved and feedback is positive.

**Change:** The school website will continue to be improved and updated and the initial charged for building the site will go away. Future costs for the website will reduce as the company will only be charging the District to host the site (Goal 3, Action 4). The District will be purchasing a new machine to clean/sanitize the floor which will reduce the amount of germs at the site, improving student attendance and overall satisfaction with the facility. The purchase will be added to Goal 3, Action 5 for the 19-20 school year. The purchase of the new vehicle for student transportation has been completed and will be removed in the next year (Goal 3, Action 9). LCAP meetings will continue to be held at the same times as the monthly board meetings to provide parents with an opportunity to participate without making multiple trips to the school.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The Ravensdale-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 nine students in the Juniper Ridge Elementary School setting, participation from a variety of stakeholder groups was limited, obviously. Discussions held on 9/19/18, 10/17/18, 11/14/18, 12/12/18, 1/16/19, 2/20/19, 3/20/19 and 4/15/19 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 19, 2019 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 26, 2019.

9/19/18 Committee Meeting- Committee reviewed student CAASPP scores from the Spring 2018 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.

10/17/18 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.

11/14/18 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.

12/12/18 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.

1/16/19 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.

2/20/19 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.

3/20/19 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.

4/15/19 Committee Meeting- Committee reviewed the Dashboard Metric and Local Indicators.

5/21/19 SELPA Meeting- District Staff consulted with the SELPA regarding their Actions and Services for students with disabilities at a regularly scheduled SELPA meeting- prior to the approval of the LCAP.

## 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 (3-0) by the Board of Trustees on June 26, 2019.



# 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.

(2019-20)

### 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: One English Learner was reclassified during the 18-19 school year for a reclassification rate of 50%.	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: One English Learner was reclassified during the 18-19 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 courses were completed by all sixth through eighth grade students in both Language and Mathematics. Scores for students ranged from 55- 81%. 100% of the students showed completion rates higher than the previous year.	8A- Odysseyware courses will be completed by all sixth through eighth grade students in both Language and Mathematics. Scores for students will range from 60-85%. 100% of the students will show completion rates higher than the previous year.

## 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

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

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

### 2018-19 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.

### 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

Modified 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	0.00
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 No additional cost three year contract (17/18 - 19/20) cost for Odysseyware access for all students paid in 2017-18.	5800: Professional/Consulting Services And Operating Expenditures No additional cost three year contract (17/18 - 19/20) cost for Odysseyware access for all students paid in 2017-18.

### 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

2018-19 Actions/Services

Establish baselines and monitor ELPAC scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification

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 CELDT scores in conjunction with other summative assessments, including CAASPP.

candidates based on annual ELPAC scores in conjunction with other summative assessments, including CAASPP.

candidates based on annual ELPAC scores in conjunction with other summative assessments, including CAASPP.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	100.00	100.00	125.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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:

**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	2018-19 Actions/Services	2019-20 Actions/Services
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	6,400.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	4,541.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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)

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

New 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**

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.
--

**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	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)

Modified 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. (2019-20)

### 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) 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) 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 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).
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 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.
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 had access to and participated in 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 showed that teachers in the District were 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 had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 70% 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 were 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 Education with our EL</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL</p>	<p>2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Consultant, the District is in the "Developing" phase range for most measurements.</p>	<p>Consultant, the District will be in the "Developing" phase range for some measurements.</p>	<p>Consultant, the District was in the "Core" phase range for some measurements.</p>	<p>Consultant, the District will be in the "Core" phase range for most measurements.</p>
<p>Priority 7: Local Metric/A broad course of study</p>	<p>7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.</p>	<p>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.</p>	<p>7A- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Using the School Information System (Schoolwise), the District is able to run reports that check enrollment status for students across all grade levels. Student enrollment is crosschecked against their grade levels to ensure that they are enrolled in the correct courses for their grade level. Additionally, registration in coursework is crosschecked to monitor</p>	<p>7A- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Using the School Information System (Schoolwise), the District is able to run reports that check enrollment status for students across all grade levels. Student enrollment is crosschecked against their grade levels to ensure that they are enrolled in the correct courses for their grade level. Additionally, registration in coursework is crosschecked to monitor</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>enrollment in appropriate coursework for unduplicated students, homeless youth and students with exceptional needs. Regular monitoring of classroom instruction and achievement reporting by Site Administrators helps ensure that students are receiving access to all required coursework.</p> <p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. Upon registration in our schools, no matter their</p>	<p>enrollment in appropriate coursework for unduplicated students, homeless youth and students with exceptional needs. Regular monitoring of classroom instruction and achievement reporting by Site Administrators helps ensure that students are receiving access to all required coursework.</p> <p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. Upon registration in our schools, no matter their</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>grade levels, students are enrolled in a broad course of study that affords them access to all required courses. Per education code 51210 Elementary Course of Study, students in grades 1-6 receive instruction in English, Mathematics, Social Science, Science, Visual and Performing Arts, Health and Physical Education. In grades 7-8, students are enrolled in the appropriate studies per education code 51220 with the exception of foreign language. The District has initiated a course for students to take Spanish, but not all students can currently access the class; more sections are needed.</p> <p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>	<p>grade levels, students are enrolled in a broad course of study that affords them access to all required courses. Per education code 51210 Elementary Course of Study, students in grades 1-6 receive instruction in English, Mathematics, Social Science, Science, Visual and Performing Arts, Health and Physical Education. In grades 7-8, students are enrolled in the appropriate studies per education code 51220 with the exception of foreign language. The District has initiated a course for students to take Spanish, but not all students can currently access the class; more sections are needed.</p> <p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>Based on the results of our locally selected measure, the greatest barrier to providing access to a broad course of study for our students is our ability to provide enough time and space for our 7-8 students to receive a foreign language component. In the coming year, the District will work with its Leadership Team and LCAP shareholder group to brainstorm ways to provide this coursework to all students during their seventh or eighth grade year.</p> <p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? The district will continue to monitor and track student access and</p>	<p>Based on the results of our locally selected measure, the greatest barrier to providing access to a broad course of study for our students is our ability to provide enough time and space for our 7-8 students to receive a foreign language component. In the coming year, the District will work with its Leadership Team and LCAP shareholder group to brainstorm ways to provide this coursework to all students during their seventh or eighth grade year.</p> <p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? The district will continue to monitor and track student access and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			enrollment in a broad course of study.	enrollment in a broad course of study.
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 aide support and access to computers and iPads.	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.	7B- 100% of our unduplicated students had access to and participated in a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.	7B- 100% of our unduplicated students will continue to have access to and participate in a broad course of study and will be provided supplemental support including: EL Consultant, Instructional 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 had access to and participated in grade-level appropriate courses and had access to grade-level materials.	7C- 100% of students with exceptional needs will have access to and participate will be 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	325.00
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	225.00
Source		Supplemental and Concentration	LCFF 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

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**

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	1,000.00	1,000.00
Source	Title II	Supplemental and Concentration	LCFF 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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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)

[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

Maintain camera system infrastructure in order to provide school with high-tech

2018-19 Actions/Services

Maintain camera system infrastructure in order to provide school with high-tech

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.

camera system to help reduce vandalism and theft at school buildings.

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	2,000.00
Source	LCFF	LCFF	LCFF Base
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.	4000-4999: Books And Supplies Surveillance System updates and maintenance.

**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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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.

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

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:

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

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p> <p>2017-18 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p> <p>2018-19 Actions/Services</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p> <p>2019-20 Actions/Services</p>
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Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.

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

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

**Budgeted Expenditures**

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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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	2018-19 Actions/Services	2019-20 Actions/Services
Monitor discipline records for EL, Disadvantaged and Foster youth on a	Monitor discipline records for EL, Disadvantaged and Foster youth on a	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.

biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.

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)

[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 master schedule to ensure that all subgroups are afforded access to the core

2018-19 Actions/Services

Monitor master schedule to ensure that all subgroups are afforded access to the core

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.

curriculum and a broad course of study at all grade levels.

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)

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)

### 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

Unchanged 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

2018-19 Actions/Services

Action completed in 17-18.

2019-20 Actions/Services

Action completed in 17-18.

set for the students. These are one-time actions and will not be repeated in out years.

**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)

[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

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 blinds for the hallways to make building more safe and secure per recommendations from the Lassen County Sheriff's Department. Also, purchase items needed to maintain school garden.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	300.00	2,000.00	2,000.00
Source	Base	Supplemental and Concentration	LCFF Supplemental and Concentration
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 not completed in 18/19. Purchase blinds to install in hallway of school to make the site more safe and secure per recommendations from the Lassen County Sheriff's Department.

Amount	500.00	500.00	500.00
Source	Base	Base	LCFF 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

**Action 14**

[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
		Purchase backpacks, organizers, binders and school supplies for all students in order to provide needed materials to access the curriculum.

**Budgeted Expenditures**

Amount			200.00
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Purchase backpacks, organizers, binders, and school supplies for all students.

# 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.

(2019-20)

### 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- Due to the small number of responses to the CA Healthy Kids Survey, the District did not receive results for the students, staff or parents. However, the school did conduct their own survey and found that 100% of parents felt that the school was a safe and inviting place for students and their learning. 100% of parents felt that the school encourages parents to be an active part of the educational experience; 75% felt that the school actively seeks the input of parents before making important decisions and 100% of parents indicated that they felt welcome at the school site.</p>	<p>3A- Due to the small number of responses to the CA Healthy Kids Survey, the District will likely not receive results for the students, staff or parents. However, the school will conduct their own survey and will find that 100% of parents feel that the school is a safe and inviting place for students and their learning. 100% of parents will feel that the school encourages parents to be an active part of the educational experience; 75% will feel that the school actively seeks the input of parents before making important decisions and 100% of parents will indicate that they feel welcome at the school site.</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 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.
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 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.



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- Attendance rates increased from 17-18 at 85.94% to 91.80% in 18-19 (P2 Calculation).	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- Chronic Absenteeism rates: The number of students at the school is too small to display. Internal record keeping shows that our rates improved over the previous year.	5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will be lower for all students.
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 remained 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 remained 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- 100% of parents and students felt that the school was a safe place as measured by the CA Healthy Kids Survey administered in the Fall of 2018.	6C- 100% of parents and students will feel that the school was a safe place as measured by the CA Healthy Kids Survey administered in the Fall of 2019.

## 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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	50.00	50.00	50.00
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies copy and postage costs for sending out surveys	4000-4999: Books And Supplies copy and postage costs for sending out surveys	4000-4999: Books And Supplies copy and postage costs for sending out surveys

**Action 3**

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

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**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

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

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	LCFF 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

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

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)

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

[Add Students to be Served selection here]

[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

**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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Monitor chronic absenteeism rates biannually for all sub-groups.

Monitor chronic absenteeism rates biannually for all sub-groups.

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.
Amount	0.00	0.00	3,000.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable	Not Applicable	4000-4999: Books And Supplies Purchase heavy duty floor scrubbing and disinfecting machine to frequently sanitize floors to minimize germs, improve students health and reduce chronic absenteeism.

**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)

**Location(s):**

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

[Add Students to be Served selection here]

[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	LCFF 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	LCFF 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]

OR

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

New Action

Unchanged 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

1,952.00

Source

Supplemental and Concentration

LCFF 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: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$20,469.00

Percentage to Increase or Improve Services

10.98%

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 100% of the District's students are considered part of the unduplicated count. Also, approximately 29% 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. Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth. (\$10,941) {Goal 1, Action 4}
2. Purchase common core bridge materials for Social Studies and Next Generation Science Standards to better enhance access to standards for our unduplicated pupils. (\$225) {Goal 2, Action 1}
3. Purchase any new musical instruments to continue to engage student interest in learning of musical instruments. (\$1,000) {Goal 3, Action 8}
4. Maintain website for district information and engagement of students and parents. (\$1,000) {Goal 3, Action 4}
5. Utilize a bi-lingual translator for parent conferences if necessary. (\$250) {Goal 3, Action 7}
6. Purchase and install blinds in the hallways to improve student safety and building security. (\$2,000) {Goal 2, Action 13}

- 7. Provide staff development for ELD and CA State Standards Implementation. (\$1,000) {Goal 2, Action 2}
- 8. Reimburse Travel expenses for EL Teacher to test English Learners. (\$125) {Goal 1, Action 3}
- 9. Purchase a floor scrubber machine for cleaning/disinfecting to sanitize floors, reduce germs and improve chronic absenteeism rates. (\$3,000) {Goal 3, Action 6}
- 10. Purchase backpacks, organizers, binders and school supplies for all students to provide necessities in an equitable fashion. (\$200) {Goal 2, Action 14}
- 10. Charge for Indirect Costs (\$1,952) {Goal 3, Action 10}

Total Expenditures for Unduplicated Pupils is \$21,693.00

The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 10.98%. 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$19,857.00

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)
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 9.03%. 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.

**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)
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](mailto: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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## 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 California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019*



# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	81,762.00	52,466.00	26,045.00	81,762.00	24,568.00	132,375.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	550.00	0.00	6,400.00	550.00	0.00	6,950.00
LCFF	3,745.00	0.00	0.00	3,745.00	0.00	3,745.00
LCFF Base	0.00	6,050.00	0.00	0.00	2,550.00	2,550.00
LCFF Supplemental and Concentration	0.00	13,001.00	0.00	0.00	21,693.00	21,693.00
Lottery	276.00	0.00	500.00	276.00	325.00	1,101.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	39,976.00	33,415.00	0.00	39,976.00	0.00	39,976.00
Supplemental	0.00	0.00	250.00	0.00	0.00	250.00
Supplemental and Concentration	37,215.00	0.00	15,495.00	37,215.00	0.00	52,710.00
Title II	0.00	0.00	3,400.00	0.00	0.00	3,400.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	81,762.00	52,466.00	26,045.00	81,762.00	24,568.00	132,375.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	2,000.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	6,500.00	4,813.00	6,500.00	6,500.00	6,400.00	19,400.00
3000-3999: Employee Benefits	4,207.00	3,688.00	4,545.00	4,207.00	4,541.00	13,293.00
4000-4999: Books And Supplies	4,050.00	6,287.00	2,150.00	4,050.00	7,300.00	13,500.00
5000-5999: Services And Other Operating Expenditures	1,100.00	71.00	6,100.00	1,100.00	1,125.00	8,325.00
5800: Professional/Consulting Services And Operating Expenditures	22,495.00	3,022.00	4,750.00	22,495.00	1,250.00	28,495.00
6000-6999: Capital Outlay	39,976.00	33,415.00	0.00	39,976.00	0.00	39,976.00
7000-7439: Other Outgo	3,434.00	1,170.00	0.00	3,434.00	1,952.00	5,386.00
Not Applicable	0.00	0.00	0.00	0.00	2,000.00	2,000.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	81,762.00	52,466.00	26,045.00	81,762.00	24,568.00	132,375.00
		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	LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	2,000.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	4,813.00	0.00	0.00	6,400.00	6,400.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	6,500.00	0.00	6,500.00	6,500.00	0.00	13,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	3,688.00	0.00	0.00	4,541.00	4,541.00
3000-3999: Employee Benefits	Supplemental and Concentration	4,207.00	0.00	4,145.00	4,207.00	0.00	8,352.00
3000-3999: Employee Benefits	Title II	0.00	0.00	400.00	0.00	0.00	400.00
4000-4999: Books And Supplies	Base	550.00	0.00	1,400.00	550.00	0.00	1,950.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	6,050.00	0.00	0.00	2,550.00	2,550.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	237.00	0.00	0.00	4,425.00	4,425.00
4000-4999: Books And Supplies	Lottery	276.00	0.00	500.00	276.00	325.00	1,101.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	250.00	0.00	0.00	250.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,224.00	0.00	0.00	3,224.00	0.00	3,224.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	5,000.00	0.00	0.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	71.00	0.00	0.00	1,125.00	1,125.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,100.00	0.00	100.00	1,100.00	0.00	1,200.00
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	3,745.00	0.00	0.00	3,745.00	0.00	3,745.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	3,022.00	0.00	0.00	1,250.00	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	18,750.00	0.00	4,750.00	18,750.00	0.00	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	39,976.00	33,415.00	0.00	39,976.00	0.00	39,976.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	1,170.00	0.00	0.00	1,952.00	1,952.00
7000-7439: Other Outgo	Supplemental and Concentration	3,434.00	0.00	0.00	3,434.00	0.00	3,434.00
Not Applicable	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	2,000.00	2,000.00
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**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	25,307.00	8,572.00	11,495.00	25,307.00	11,066.00	47,868.00
<b>Goal 2</b>	7,745.00	6,050.00	10,250.00	7,745.00	6,250.00	24,245.00
<b>Goal 3</b>	48,710.00	37,844.00	4,300.00	48,710.00	7,252.00	60,262.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					