Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District	Linda Smith Principal/ Superintendent	lsmith@sbcoe.org 831-628-3256

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

Willow Grove Union School District is a Basic Aid district and is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 15-20 students over the past few years. For the 2017-18 school year, we started the year with 16 students attending the school. The student body consists of 90% Hispanic and 10% Caucasian students. There are approximately 13 (81%) English Language Learners and 15 (94%) low income students. There is an unduplicated count of 81% according to the enrollment form P1.The school district has a 100% Promotion rate and 0% Special Education rate. The single school district currently employs two credentialed teachers. The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/ Language Arts, and Math. Since there are less than 5 students at any one grade level, growth patterns and scores for grades and/or students are not shown. Parents are seen as an important link in each students' success and the growth of the school in this rural community. Parent teacher (PTO) meetings are held regularly where the needs of the school are discussed with possible solutions. The development of the LCAP is discussed and agreed upon at these meetings . Parent input is also garnered during special school planned evening functions as well as individual conversations with parents during parent conferences, parent pick-up, and phone conversations.

As a Kindergarten to 8th grade district,we do not administer the Early Assessment Program exam or Advance Placement (AP) exams, offer A-G classwork or Career Technical Education (CTE) Pathways as defined by the State of California, or receive a California Department of Education (CDE) calculation for graduation rate, and dropout rate. These metrics are not used in our LCAP. However, we direct our teaching towards our student to be able to successfully matriculate to high school to be prepared to pass the EAP, A-G/CTE courses, and graduate high school.

LCAP Highlights

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

The main aspects of this LCAP are as follows:

GOAL 1:

Provide Equitable Support for All Learners: provides effective interventions at all levels to increase student achievement; progress monitoring of Language Arts and Math throughout the year; the implementation of ELD Standards and Support for English Learners.

GOAL 2:

Professional Development and Implementation (Common Core/EL/Technology/NGSS); Staff will be provided with quality professional development, including EL, Technology, and the 4C's, in order to implement Common Core/NGSS Standards and EL Standards.

GOAL 3:

School Culture and Engagement; a positive school culture will be cultivated with a system of support for students in their personal and academic growth.

- Improve School Climate Improve Student Attendance Increase Parent Education & Involvement

GOAL 4:

Recruit teachers that meet the California state credentialing requirements.

GOAL 5:

Ensure equitable and well maintained facilities

Review of Performance

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

Greatest Progress

All students received equitable instructional minutes in all core subjects. 100% of the students showed growth over this year of instruction in Language Arts and in Math. The EL students showed growth commensurate with non EL students. Our school is too small to receive Dashboard Data. Training on use of the assessment program with its support elements as well as strategies to use the information integrated with the planning and teaching. ELL strategies were also provided to teachers. Assessments were used every 8 weeks for assessing student progress, and forming teaching groups. The Intervention teacher also used the testing for information with respect to

teaching specific skills and grouping of students. Student progress was reviewed by the Board at least quarterly. This will be continued next year since it has been successful this year. The staff will be able to continue to derive information important for targeted student instruction from these assessments and the dialogue that ensues from them. All students who are not at grade level have an individual plan of targeted instruction and support.

Part of our process in determining how to best meet the needs of students within the school is to use MTSS (Multiple Tier System of Support). Training and implementation has begun on this process during the 2017-18 school year and will be continued during the 2018-19 school year.

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

Greatest Needs

Students have shown progress in the areas of math and Language Arts. The stated Goals will continue so as to build and maintain this growth over time. Training and use of an assessment tool (STAR 360- Renaissance) will provide student data so as to more effectively document student growth and use as a tool for strategic lesson plan development.

A new Language Arts adoption was implemented. Professional development on this program will continue. Additional needs within the Language Arts content will be addressed in the area of Writing for all students as well as a focus on vocabulary for all students. Students have shown a need in this specific area from discussions and writings collected through the academic process this year.

Student attendance has improved but will be a continued focus for the next year due to high chronic absenteeism for some students. (Last year there were 333 days total absences for the school. This year there are 145 days of absences.) The school has worked closely with Social Services and the Sheriff Dept. as well as conferencing frequently with parents this year. Each student and family are conferenced on an individual basis. A more vigorous parent education focus will be implemented to address this need next year (2018-19).

STAR-360 Renaissance Assessments
Student Evaluation of Progress ending April 2018
MATH

August			April		
Percentile/	Scaled Sore/	Grade Level	Percentile/	Scaled Sore/	Grade Level
46	787	7.8	72	878	>11
28	726	6.1	27	743	6.4
66	804	8.5	74	849	>10
63	800	8.3	81	870	>10
31	613	4.2	60	717	5.9
34	625	4.4	42	678	5.2
39	340	2.8	73	379	4.3
48	499	2.9	80	632	4.5
91	530	3.0	80	545	3.4
1	182	1.0	32	438	2.4

READING

August	April

Percentile/	Scaled Sore/	Grade Level	Percentile/	Scaled Sore/	Grade Level
31	763	6.5	47	952	8.4
14	575	5.1	14	617	5.4
62	910	7.8	76	1168	10.9
48	801	6.7	50	881	7.4
23	448	4.0	33	530	4.7
16	403	3.7	55	654	5.7
44	340	3.1	42	379	3.5
12	194	2.0	25	315	3.0
74	316	3.0	78	351	3.5
6	78	0.9	35	238	2.4

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

Performance Gaps

Students who are EL in the K-4 grade levels are closing the gap in Language Arts between themselves and the non-EL students this year with a specific assessment and intervention program which is in place to support these students. (More ELL students are approaching or are at grade level by the STAR 360 assessments.)   Daily interactions with students is focused to improve low language skills.
The STAR 360 assessments and the intervention program will be continued through the next year to build on the growth patterns and needs which are evident in our student population.
Some of the upper grade students have not been performing at grade level in Language Arts or Math in previous years. Even though they are showing growth this year, the intervention will be continued to address these individual needs and build on the growth that has been attained throughout this past year.

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

Increased or Improved services

Student attendance will be a continued focus for the next year due to high chronic absenteeism for some low income students. A more vigorous parent education focus will be implemented to address this need.
Students who are EL in the K-4 grade levels are closing the gap in Language Arts between themselves and the non-EL students as a result of a strategic assessment and intervention program which is in place to support these students. These assessments and the intervention program will be continued through the next year to build on these positive trends.
Some of the upper grade students have not been performing up to grade level in Language Arts or Math in previous years. Even though they are showing growth this year, the use of strategic specific skill lessons will be continued to address these individual needs and build on the growth that has been attained throughout this past year.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$381,948
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$225,490.00

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

General Operations and Maintenance, Special Education and transportation costs as well as salaries and benefits for Classified Support Staff are not included in the district's LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$351,056

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

1. Provide Equitable Support for All Learners
- Effective interventions at all levels to increase student achievement
- Progress Monitoring
- Implementation of ELD Standards and Support for English Learners

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State CAASPP ELA assessment, local BPST and Renaissance STAR-360 ELA used as periodic measures throughout the year. Individual Learning Plans	STAR-360 Renaissance Assessments Student Evaluation of Progress ending April 2018 MATH August April Percentile/ Scaled Sore/ Grade Level Percentile/ Scaled Sore/ Grade Level 46 787 7.8 72 878 >11 28 726 6.1 27 743 6.4 66 804 8.5 74 849 >10 63 800 8.3 81 870 >10 31 613 4.2 60 717 5.9 34 625 4.4 42 678 5.2 39 340 2.8 73 379 4.3 48 499 2.9 80 632 4.5 91 530 3.0 80 545 3.4 1 182 1.0 32 438 2.4

	Expected	Actual

Expected

17-18
 79% of students at the end of 2017-18 will be reading within or above grade level in ELA. All students will show growth.

- Individual Learning Plans / differentiated instruction will continue to be developed for students who are not at grade level and refined for each student.

* ELL students will show 5% qualifying for reclassification in 2018-19.

* Middle School drop out rate will remain at 0%.

Baseline
Scores not posted due to low numbers of students per grade (less than 5).

45% of students were at or exceeded grade level using STAR-360.

Two students who were below grade level had an individual learning plan.

Four students out of seven possible ELL students, rose a level in the CELDT testing during 2016-17. No students were reclassified.

Student improvement in Reading scores showing 50% being at or above grade level.

Middle School Drop out rate is 0%

Actual

READING

August			April		
Percentile	Scaled Sore	Grade Level	Percentile	Scaled Sore	Grade Level
31	763	6.5	47	952	8.4
14	575	5.1	14	617	5.4
62	910	7.8	76	1168	10.9
48	801	6.7	50	881	7.4
23	448	4.0	33	530	4.7
16	403	3.7	55	654	5.7
44	340	3.1	42	379	3.5
12	194	2.0	25	315	3.0
74	316	3.0	78	351	3.5
6	78	0.9	35	238	2.4

Students improved in their Reading scores showing 11 out of 15 students (79%) being at or above grade level. This exceeds our goal of 50%.

Individual Learning Plans: 2
Reclassified: 0
Moved up one level in ELD: 4
Drop Out Rate: 0%

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
Literacy (Including Specific to ELL's) A. Purchase new curriculum, provide staff development on	A. Staff development was held on the new Houghton language arts program for all staff members. ELD and EL materials were included in the new adoption.	4000-4999: Books And Supplies Lottery $3025 4000-4999: Books And Supplies REAP $500	4000-4999: Books And Supplies Lottery $1260 4000-4999: Books And Supplies REAP 0

curriculum in ELA with the ELD framework components included in the daily instruction. Begin implementation. B. Using periodic assessment, implement successful regrouping and small group instruction strategies. C. Assess and understand all student's lexile levels and provide differentiated support with leveled and informational texts. D. Identify and use academic vocabulary, student talk, and academic conversation and writing strategies that support access for all.	Implementation began this school year, 2017-18. B. Assessment using the STAR-360 was used for all students this school year. Additionally, the Dibbles fluency and BPST for phonics was used. Professional development on the STAR-360 assessment program was held for all staff over the course of the year. C. Teachers and intervention staff used the results of all assessments to determine student needs and individual or small group instruction. Students improved in their Reading scores showing 11 out of 15 students (79%) being at or above grade level. This exceeds our goal of 50%. Differentiated instruction and support were provided to students at all grade levels. D. Academic vocabulary as well as conversational vocabulary has been a focus of instruction for language development at all grade levels. This has improved the depth of writing as well as some forms of assessment for all students.	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $300 3000-3999: Employee Benefits Supplemental and Concentration $54	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $300 3000-3999: Employee Benefits Supplemental and Concentration $54

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions A. Continue to ensure that all students that are receiving intervention time have access to	A. Students receiving intervention received access to Science and Social Studies on a regular basis.	Certificated/ Classified Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $25,000.00	Certificated/ Classified Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $24,545

Science (NGSS) and Social Studies. B. Continue to provide all students with expanded learning (Extended Year – 192 + days) C. Continue to provide ELL students with additional time and support during the school day and with lengthened school year to increase language proficiency	B. The expanded learning year of 192 school days provided students with more days of learning. This directly affected the positive retention of language for all students, especially for low income and English learners. C. Teachers set 30 minutes three times a week to provide additional language development either within the regular classroom or intervention time.	2000-2999: Classified Personnel Salaries REAP $8,000 3000-3999: Employee Benefits Supplemental and Concentration $853 3000-3999: Employee Benefits REAP $2,015	2000-2999: Classified Personnel Salaries REAP $8,000 3000-3999: Employee Benefits Supplemental and Concentration $853 3000-3999: Employee Benefits REAP $2,015

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring A. Continue formal review of student progress, using all data collected through programs or assessment, every 6-8 weeks. B. Publish the student progress review and recommendations to the Board once a quarter. C. Teachers will record assignment completion as well as their use of formative assessments for students and parents to view at least every six weeks. D. Continue using a benchmark testing system in which all students are assessed with a standards aligned assessment (Benchmarks should include grade appropriate ELA and Math standards)	A. Assessments, including the STAR-360, were used every 6-8 weeks to determine student growth and needs for further instructional planning. Student scores are shown in Goal #1 of this report. B. The School Board reviewed the student progress at least quarterly (8/8/17, 9/12/17, 11/14/17, 2/13/18, 4/10/18). C. Assignment completion and formative assessments were provided to students and parents at every 6 week interval for grades 5th - 8th. D. A standards aligned assessment was used every 6-8 weeks during the school year for all students for benchmark information.	STAR 360 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1500	STAR- 360 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1500

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.

Houghton language arts program was purchased and implemented. Professional development of the language arts program, EL strategies, and assessment program was provided to staff.   Assessments, including the STAR-360, were used every 6-8 weeks to determine student growth and needs for further instructional planning. The expanded learning year provided students with more days of learning and less vacation time over the summer.

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

Students improved in their Reading scores showing 11 out of 15 students (79%) being at or above grade level. (This exceeds our goal of 50%.) All students showed continuous growth in math and language arts. Students improved in their Math scores showing 13 out of 15 students (88%) being at or above grade level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budget and actual expenditures for Books & Supplies was due to more being expended from the textbook purchase. Thus there was not a need for the large amount from Books & Supplies.

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.

No change needed. This goal will continue for 2018-19

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

2. Professional Development and Implementation (Common Core/EL/Technology/NGSS)

- Staff will be provided with quality professional development, including EL, Technology, and the 4C's (Creativity, Communication, Critical Thinking, Collaboration), in order to implement Common Core/NGSS Standards and EL Standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation in professional development, usage, and implementation of new curriculum for EL. Professional development and implementation of technology. Professional development and implementation for Common Core.	* Professional development was provided (2 days) designed for increasing the implementation of standards and practices related to STAR-360 assessment. Staff discussion concluded that the professional development was beneficial and wish to see this continue next year. * New ELA curriculum was purchased and implemented. Some assessments were used from the curriculum in grades 5th -8th. * STAR-360 assessments were used 100% by teachers and intervention staff to coordinate specific planning and instruction for students. * 100% of staff using technology as an instructional tool in the classroom. * 100% of staff using Curriculum Maps to assist in driving the instruction.

Expected	Actual
17-18 • Use classroom observation tool and conferencing with staff to evaluate the transfer/use of Professional Development and indicate next steps for growth or depth related to a.) the use of curricular text/materials and, b.) the plan for individual student progress when deficiencies are shown in the assessments. • Begin the use of CC, NGSS, and ELA curriculum that was adopted or developed and give the assessments associated with the curriculum. (Baseline year) * Use STAR-360 assessments to coordinate areas of student need with the curriculum used. **Baseline** 100% of staff to use the STAR-360 assessments and use for determining next steps with student instruction. 100% of staff using technology as an instructional tool in the classroom. 100% of staff using Curriculum Maps to assist in driving the instruction.	

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
Common Core Professional Development (CCSS-LA & Math, EL, Tech, NGSS) A. Teachers to continue to seek and attend training specifically designed to increase the implementation of standards and practices associated with Math and ELA.	A. 50% of staff attended training in Math and technology. B. 50% of staff attended training at the end of the school year (1 full day) for developing Curriculum Maps. C. 100% of staff attended 3 sessions of training for using the	Travel & Conference 5000-5999: Services And Other Operating Expenditures Other $1,047.00 Substitutes 1000-1999: Certificated Personnel Salaries LCFF $1,000	Travel and conference 5000-5999: Services And Other Operating Expenditures Other $1,012 Substitutes 1000-1999: Certificated Personnel Salaries LCFF $150

B. Teachers to develop curriculum maps that addresses how to embed EL Framework components to meet the needs of all students (i.e. individual student plans for increased achievement.) C. Teachers use technology within instruction. (ST Math, Footsteps, Renaissance). Teachers become trained and learn the use of Power Point and Google classroom strategies for 5th-8th grades.	STAR-360 assessments, ST Math, and Footsteps programs. 50% of staff was trained in Google Classroom.	3000-3999: Employee Benefits LCFF $179	3000-3999: Employee Benefits LCFF $67

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS Materials A. Purchase instructional materials aligned with CCSS based on need in ELA and Math. B. Assess the effectiveness and begin curriculum mapping of the materials purchased in the 2017-18.	A. Instructional materials were purchased for language arts and math based on need at grades 1st, 2nd, 3rd, 6th, and 7th. Additional materials for K, 4th, 5th, and 8th will be purchased for the next school year. B. 50% of staff attended training, at the end of the school year (1 full day), for developing Curriculum Maps.	Textbooks 4000-4999: Books And Supplies LCFF $6800.00	Textbooks 4000-4999: Books And Supplies LCFF $4890 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II $850

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Use of Technology A. Use a technology program for maintaining grades and access to	A. Grading program used by 4th - 8th grade classroom. (No cost item at this time.)	5800: Professional/Consulting Services And Operating Expenditures LCFF $3,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF $0

them by students and parents for grades 4th -8th.

B. Establish the priority list for 2017-18 and 2018-19 in regards to the infrastructure, hardware, and software needs for technology.

C. Identify the training needs associated with the integration of Instructional Technology..

B. Priority for technology for this school year was the purchase of an ELMO.

C. STAR-360, an assessment program, was purchased with a year-by-year license. Professional development was provided for the staff regarding the use of this program.
100% staff participation.
Technology supplies (such as additional ELMO type machines, tablet or keyboard for Google, laptop and/or chrome books, etc.) to be purchased in ensuing years.

Technology purchases (ELMO) 4000-4999: Books And Supplies Supplemental and Concentration $720

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.

STAR-360, an assessment program, was purchased on a year-by-year license. Professional development was provided for the staff regarding the use of this program but the cost of the professional development was not able to be itemized by the company (i.e. broken out of the licensing cost). This was paid as a lump sum under the purchase of STAR-360. This training was very beneficial for student planning and learning. The ELMO was purchased for the upper grade classroom teacher's use. The grading program being used this year is free of costs.

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

The assessment tools used with students this year provided the staff with additional information for strategic planning and teaching. Student progress was improved in both language arts and math. Since there are less than 5 students at any one grade level, growth patterns and scores are limited to the chart shown (STAR-360) on Goal #1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We planned to spend $3,000 this year in Staff professional development. The training was held three times throughout the year via webinars involving the total staff. The cost of the professional development was not able to be itemized by the company (i.e. broken out of the licensing cost). This was paid as a lump sum under the purchase of STAR-360. The purchase of the ELMO was not

budgeted for during the planning for this school year. However, we had a late hire of a teacher who had used this tool for teaching and asked that we make the purchase for use during this school year. We realized this as a necessary tool for the teacher and purchased it at a cost of about $720.

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.

No changes, This goal will continue for 2018-19. (Additional materials will be needed for 2018-19 in math and language arts.).

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

School Culture and Engagement
* Cultivate a positive school culture and system of support for student personal and academic growth
* Improve school climate
* Improve student attendance
* Increase parent education and involvement

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)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School developed climate indicator for students, and parents, absenteeism	* Our average daily attendance rate increased by approximately 50% this year. Chronic Absenteeism improved to 25.5% from the 47% in our baseline data. * Our suspension and our expulsion rates are both 0%. * Using the Climate survey students reported feeling safe in the classroom at 100% and feeling safe outside at school at 85%. Only 2% of students feel bullied at school and we are working on strategies to assist in lessening that outcome. Students report that it is hard to pay attention in class when they are worrying about problems at home (35%).

Expected	Actual

17-18
 	
• Reduce chronic absenteeism/truancy
 	
rate by .5%
  • Increase average student attendance rate (ADA) by .5%
  • Maintain suspension rate at/below 0.1%
  • Maintain expulsion rate at/below 0.1%
  • Maintain (using 2017-18 baseline) the number of students feeling safe at school by 100% (School Climate Survey)
  • Increase opportunities to engage and involve parents. Parenting class for 2017-18 (No cost at this time.)
  • Increase community communication
 	
Baseline
Baseline will be 2017-18 School Climate survey (self-developed).
 	
Chronic absenteeism is at 47% (10 students who were absent 10% of the school year or more.)
  • suspension rate at/below 0.1%
  • expulsion rate at/below 0.1%
  • number of students feeling safe at school by 100% (School Climate
 	
Survey)
  • Increase opportunities to engage and involve parents. Parenting class for 2017-18 (No cost at this time.)
  • Increase community communication
	* 100% of parents were involved through Parent Nights and PTO meetings as well as individual talks and conferences. Since we are a rural school, many conversations take place at "pick up" with parents. Community communication was increased with the posting of events and meetings at the Post Office, store and the outside event board at the school site. A sign was made and posted on the fence outside the school campus (Hwy 25) for notice of school starting and requesting any new students to come sign up.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Climate A. Establish administrative/staff support to oversee School Climate/Culture programs, Attendance, Expulsions and SARB. 1. Development of positive cohesive student interaction and self planning towards goals. . 2. Evaluate systems and procedures for Student encouragement	A.1. Staff need to develop this for 2018-19 with new staff coming to the school. 2. Student encouragement systems were generated by each classroom.	Materials 4000-4999: Books And Supplies Supplemental and Concentration $1,000.00	Materials 4000-4999: Books And Supplies Supplemental and Concentration $259.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Engagement (Attendance) A. Administrative Support 1. 1. A plan was established to oversee attendance with a goal of 20% improvement in chronic absenteeism. 2. Provide variety of academic supports, including tutoring by teachers in class, other support.	A 1. Chronic absenteeism improved by 50% this year. 2. Academic supports provided were 1 to 1 instruction, intervention, extra time, pre-teaching of language to be used.	Support staff 1000-1999: Certificated Personnel Salaries LCFF $12,000.00 Materials 4000-4999: Books And Supplies Supplemental and Concentration $500.00 3000-3999: Employee Benefits LCFF $916.	Support Staff 1000-1999: Certificated Personnel Salaries LCFF $12,000 Materials 4000-4999: Books And Supplies Supplemental and Concentration $500 3000-3999: Employee Benefits LCFF $916

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Involvement A. A plan was established to involve 100% of parents in dialogue about the school and their students' education.	A 1. parents attended 2 Parent/Student nights at school with 98% in attendance.	Materials & Supplies 4000-4999: Books And Supplies Base $500.00	Materials 4000-4999: Books And Supplies Base $50.

| B. Provide parents with resources aligned to current education topics.

C. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents. | B. Monthly newsletters and fliers went out to parents in both languages.

C. Other opportunities for parents are being explored by staff for 2018-19. |

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.

The staff worked to keep parents informed and educated as to the importance of good student attendance this year. We have seen a good response and better attendance by our students during the 2017-18 school year. Many home visits were made to assist with good attendance. Chronic absenteeism has improved this year. Administrative part time support has been involved in all aspects of the school and its community. The Parent Teacher advisory group meets regularly and will continue. Parent involvement is minimal as the parents mostly work in the fields or other jobs during the school time. Many families live far from the school in this rural community. We have held two specific parent nights which were attended very well. Much of our conversations with parents happen at drop off or pick up since that is the best time to talk to parents. We have PTO meetings during the Early Release days as well. The parent education class that was planned will have to be considered for next year as we look for qualified personnel. Parent nights have been very well attended with 98% in attendance. The staff will continue to have dialogues with parents during times that are best for them. We administered a student survey to rate how safe students felt at school. We are developing a partnership with the Community Food Bank since so many of our students come to school hungry.

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

Chronic absenteeism has improved this year. Our average daily attendance rate increased by approximately 50% this year. Our suspension and our expulsion rates are both 0%. Chronic absenteeism still remains a challenge for a few families and will continue to be a focus for 2018-19 school year.
Parents are more responsive and we will continue to work on those relationships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted amount for Action 1 was not spent out since the staff decided to use a system that didn't require as many purchases. The cost of Action 3 was significantly reduced since the school translation costs were reduced.

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.

Increase in Parent nighttime programs for 2018-19. (Goal 1, Action 3)

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

High Quality Teachers

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC Report on teacher credential **17-18** • 100% of teachers will be appropriately credentialed • The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly Qualified Teachers **Baseline** 50% of teachers are credentialed in areas taught.	We hired two teachers meeting the California state credentialing requirements for the school which means the school is 100% appropriately credentialed.

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

A. Maintain an effective recruitment plan and hiring timeline in 2017-18 B. Strategically place teachers; ensure that students needs are matched with teachers expertise	Recruitment was successful for 100% highly qualified staff for 2017-18.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $102,000.00 3000-3999: Employee Benefits Base $30,258	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $102,000. 3000-3999: Employee Benefits Base $30,258

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.

Two credentialed teachers were hired for 2017-18.

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

Recruitment was very successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary expenditures were as planned for 2017-18.

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.

This goal will be discontinued as its' own goal and be rolled into Goal 1 for the 2018-19 school year.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 5

Ensure equitable and well maintained facilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC and yearly walk through inspections **17-18** • Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through. **Baseline** Met equitable and healthy standards of service for facilities through Keenan and County Fire Inspection in 2016-17.	Facilities checks and safety meetings are completed regularly. Facility walk-through and check with staff and/or Keenan employee is completed monthly and quarterly. Playground was inspected for safety and upgraded for issues found needing attention. Board reviews the facility needs quarterly. Williams/FIT show a Good rating in all areas.

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

A. Maintain a 3% of the budget for routine maintenance and investigate the possibility of outside Bond program of funding for new classroom

B. Analyze current equipment and inventory needs. Review replacement plan for equipment. Follow AMBAG Plan for energy cost savings.

C. Use the facilities check system established to produce a priority list of facilities needs to be accomplished. | A, 3% of budget was maintained.
B. No improvements were found necessary.
C. Facilities check system was established and used. The rating on the FIT was Good. Priority list was established and contains the efficient lighting system, more effecient heaters/coolers. | Deferred Maintenance 6000-6999: Capital Outlay Base $10,804.00 | Deferred maintenance 6000-6999: Capital Outlay Base $ 0 |

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.

Actions and services for this goal were implemented. Williams / FIT will be reviewed and responded to as appropriate throughout the year. Regular walk through inspections were held. Items needing adjustment, work or replacement have been completed. Facilities are maintained in good repair.

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

Routine maintenance has kept the facility in very good condition. No problem reports with Williams/FIT.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major expenditures are necessary this year on the facility. Balance will remain and roll over to the2018-19 school year for deferred maintenance.

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.

Continue for the 2018-19 school year.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The School District involved a variety of constituents through the following means
- Input received during Board Meetings:
- Input received from School Site Council Meetings and PTO Meetings: Input from parents at pick-up and drop-off times.

Input on LCAP was discussed individually with staff throughout the year.
- Interviews with Students for individual input.
- 9/30/17 - Back To School night / Parent Involvement regarding instruction, math and student achievement
- 2017-- 9/28, 11/30, 12/14 ; 2018--- 3/8, 4/19, 5/25 - PTO/SSC meetings for parent input

Meetings
- All regularly scheduled monthly Board Meetings in 2017-2018
- Stakeholder LCAP Review Meeting May 8, 2018
- School Site Council and PTO reviewed Draft LCAP, April 24, 2018
- Board Meeting Public Hearing for LCAP, May 8, 2018
- Board Meeting Hearing and Approval June 19, 2018

The School District involved a variety of constituents through the following means:

- Newly adopted LCAP, August 16, 2017, September 19, 2017

* Interviews with Students for individual input Fall 2017 and Spring 2018.

* 9/30/17 - Back To School night / Parent Involvement

* 2017-18: 9/28, 11/30, 12/14, 3/8, 4/19, 5/25 - PTO/SSC meetings for parent and teacher/staff input.

* Meeting with staff input on 1/25, 2/15, 3/8, 4/19, and 5/10

Meetings with discussion regarding academic improvement

* 9/30/17, 6/6/18 - Parents input and attendance at special board meetings discussing student needs

* All regularly scheduled monthly Board Meetings in 2017-2018

2016-17 School Year

* Stakeholder LCAP Review Meeting May 10, 2017

* 6/12/17 - Public Hearing LCAP and 2017-18 Budget

* 6/19/17 – Willow Grove Union Board final LCAP Adoption

Impact on LCAP and Annual Update

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

The District's overarching goal of increasing achievement for all students is reflected in the LCAP actions. Given the instructional shifts and increased rigor required by Common Core, it is essential to provide staff with knowledge and skills to implement Common Core Standards, the Next Generation Science Standards and the ELD standards. All actions support the goal of preparing all of our students to be college and career-ready. A comprehensive instructional program for the 21st century provides students with opportunities for real- world learning, connections to career pathways, and a broad course of study. The draft LCAP is posted on the County Office of Education's website in order to provide opportunities for comments and additional feedback from all stakeholders following the presentation to our community members.
Responses to the draft LCAP and updates to the 2017-2018 budget were instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the local Board of Education for approval prior to the June 30 deadline.

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

1. Provide Equitable Support for All Learners
   - Effective interventions at all levels to increase student achievement
   - Progress Monitoring
   - Implementation of ELD Standards and Support for English Learners

* Teachers will meet the California state credentialing requirements.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

* Reading assessments indicate that 35% of students at the end of 2017-18 were reading below grade level and some students entering high school unprepared.
* The analysis of common data and formal data (local data) need to continue to demonstrate trends, interventions, or enrichment that students may need.
* Differentiated instruction is necessary to meet the academic needs of the students.
* Schoolwide population for 2017-18 (98%), shows all but one student are unduplicated meaning that they are counted in at least one of three areas which require more intensive teaching: low income, English Language Learners, or Foster students.
* All teachers will meet the California state credentialing requirements.
* Reclassification has been 0%

* ELL students show five students out of seven, rose a level in the CELDT testing during 2016-17 (still being below reclassification qualified).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State CAASPP ELA assessment, (local BPST and Renaissance STAR-360 ELA used as periodic measures throughout the year.

Individual Learning Plans

ELL students will show 5% qualifying for reclassification.

Middle School Dropout rate will remain at 0% SARC Report on Teacher Credentialing | Scores not posted due to low numbers of students per grade (less than 5).

45% of students were at or exceeded grade level as measured by STAR-360 or BPST.

All Students below grade level had an individual learning plan.

Five students out of seven possible ELL students, rose a level in the CELDT testing during 2016-17. No students were reclassified.

Middle School Drop out rate is 0%

50% of teachers are credentialed in areas taught. | 50% of students at the end of 2017-18 will be reading at or above grade level in ELA. All students will show growth.

• Individual Learning Plans / differentiated instruction will continue to be developed for students who are not at grade level and refined for each student.

* ELL students will show 10% qualifying for reclassification in 2017-18.

* Middle School drop out rate will remain at 0%.

* 100% of teachers will meet the California state credentialing requirements. | 90% of students at the end of 2018-19 will be reading within or above grade level in ELA. All students will show growth.

• Individual Learning Plans / differentiated instruction will continue to be developed and refined for each student not scoring at grade level.

* ELL students will show 15% qualifying for reclassification in 2018-19.

* Middle School drop out rate will remain at 0%.

* Maintain 100% of teachers will meet the California state credentialing requirements. | 90% of students at the end of 2019-20 will be reading at or above grade level in ELA. All students will show growth.

• Individual Learning Plans / differentiated instruction will continue to be developed and refined for each student not scoring at grade level.

* ELL students will show 20% qualifying for reclassification in 2019-20.

* Middle School drop out rate will remain at 0%.

* Maintain 100% of teachers will meet the California state credentialing requirements. |

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Literacy (Including Specific to ELL's) A. Purchase new curriculum, provide staff development on curriculum in ELA with the ELD framework components included in the daily instruction. Begin implementation. B. Using periodic assessment, implement successful regrouping and small group instruction strategies.	Literacy (Including Specific to ELL's) A. Full implementation of the curriculum. Begin to embed the ELD framework components into all areas of instruction. Purchase new curriculum, provide staff development on curriculum in ELA with the ELD framework components included in the daily instruction. Begin implementation.	Literacy (Including Specific to ELL's) A. Full implementation of the curriculum. Embed the ELD framework components into all areas of instruction. Purchase new curriculum, provide staff development on curriculum in ELA with the ELD framework components included in the daily instruction. Continue implementation.

C. Assess and understand all student's lexile levels and provide differentiated support with leveled and informational texts.

D. Identify and use academic vocabulary, student talk, and academic conversation and writing strategies that support access for all.

B. Increase student talk, academic conversations, and meaningful collaboration in classrooms.

C. Continue to track strategies such as regrouping and small group instruction, used in the 2017-18 school year for their effectiveness with students. Identify a means for students to move more fluently in grouping.

D. Assess, understand, and educate parents on their student's lexile levels. Offer parents opportunities to assist student's growth in literacy. Continue to provide differentiated support with leveled and informational texts.

E. Continue to use academic vocabulary and writing strategies that support access for all.

B. Increase student talk, academic conversations, and meaningful collaboration in classrooms.

C. Continue to track strategies such as regrouping and small group instruction, used in the 2018-19 school year for their effectiveness with students. Identify a means for students to move more fluently in grouping.

D. Assess, understand, and educate parents on their student's lexile levels. Offer parents opportunities to assist student's growth in literacy. Continue to provide differentiated support with leveled and informational texts.

E. Continue to use academic vocabulary and writing strategies that support access for all.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3025	$3000	$3000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$500	$500	$500
Source	REAP	REAP	REAP
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$300	$300	$300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes
Amount	$54	$55	$56
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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))

Limited to Unduplicated Student Group(s)

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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Interventions	Interventions	Interventions

A. Continue to ensure that all students that are receiving intervention time have access to Science (NGSS) and Social Studies.

B. Continue to provide all students with expanded learning
(Extended Year – 192 + days)

C. Continue to provide ELL students with additional time and support during the school day and with lengthened school year to increase language proficiency

A. Continue to ensure that all students that are receiving intervention time have access to Science (NGSS) and Social Studies.

B. Assess the effectiveness of the expanded learning
Extended Year program (189 days) that is planned.

C. Assess and provide extra as appropriate, the additional time and support, during the school day, that ELL students are receiving to increase language proficiency

A. Continue to ensure that all students that are receiving intervention time have access to Science (NGSS) and Social Studies.

B. Assess the effectiveness of the expanded learning
Extended Year program (189 days) that is planned.

C. Assess and provide extra as appropriate, the additional time and support, during the school day, that ELL students are receiving to increase language proficiency

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000.00	$26,000.00	$26,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated/ Classified Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$8,000	$8082.	$8,244.
Source	REAP	REAP	REAP
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$853	$853	$853
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$2,015	$2,244.	$2,455.
Source	REAP	REAP	REAP
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Progress Monitoring A. Continue formal review of student progress, using all data collected	Progress Monitoring A. Maintain formal reviews of student progress, using all data collected through programs or assessment, every 8 weeks.	Progress Monitoring A. Maintain formal reviews of student progress, using all data collected through programs or assessment, every 8 weeks.

through programs or assessment, every 6-8 weeks.

B. Publish the student progress review and recommendations to the Board once a quarter.

C. Teachers will record assignment completion as well as their use of formative assessments for students and parents to view at least every six weeks.

D. Continue using a benchmark testing system in which all students are assessed with a standards aligned assessment (Benchmarks should include grade appropriate ELA and Math standards)

B. Publish the student progress review and recommendations to the Board once a quarter.

C. Teachers will increase, from the 2017-18 baseline, their use of formative assessments as indicated in their record log.

D. Continue using a benchmark testing system in which all students are assessed with a standards aligned assessment three times a year. (Benchmarks should include grade appropriate ELA, Math, and Science standards)

B. Publish the student progress review and recommendations to the Board once a quarter.

C. Teachers will increase, from the 2018-19 baseline, their use of formative assessments as indicated in their record log.

D. Continue using a benchmark testing system in which all students are assessed with a standards aligned assessment three times a year. (Benchmarks should include grade appropriate ELA, Math, and Science standards)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500	$1500	$1500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STAR 360	5800: Professional/Consulting Services And Operating Expenditures STAR 360	5800: Professional/Consulting Services And Operating Expenditures STAR 360
Amount			

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

2.   Professional Development and Implementation (Common Core/EL/Technology/NGSS)

- Staff will be provided with quality professional development, including EL, Technology, and the 4C's (Creativity, Critical Thinking, Communication, Collaboration), in order to implement Common Core/NGSS Standards and EL Standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

* All teachers need to be fully equipped to implement the CCSS, NGSS, ELD standards in order to prepare students for college and career readiness.
* Develop observation tools to monitor Common Core (CC) and Professional Development implementation.
* Partial implementation of new texts and CC standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Usage of new curriculum and development /implementation of individual student plans	Use classroom observation tool and conferencing with staff to evaluate the transfer/use of	- Begin the use of CC, NGSS, and ELA curriculum that was adopted or developed and	- Report percentage of the walk through observations that show use	- Report percentage of the walk through observations that show use

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for increasing student achievement. 100% of walk-throughs will show: - use of ELA adopted materials. - standards based instructions - instruction appropriate to student level	Professional Development and indicate next steps for growth or depth related to a.) the use of curricular text/materials and, b.) the plan for individual student progress when deficiencies are shown in the assessments.	give the assessments associated with the curriculum. (Baseline year) * Use STAR-360 assessments to assess students every 6-8 weeks for planning purposes.	of instruction taking place as a result of the student assessment planning. * Include science in the routine walk-through tool used to gather a baseline of implementation of NGSS. 100% of walk-throughs will show the use of ELA adopted curriculum. Use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction.	of instruction taking place as a result of the student assessment planning. * Continue to use ELA and science in the routine walk-through tool used to gather data on the teaching of the implementation of CC and NGSS curriculum and standards. Use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core Professional Development (CCSS-LA & Math, EL, Tech, NGSS) A. Teachers will continue to seek and attend training specifically designed to increase the implementation of standards and practices associated with Math and ELA. B. Teachers will develop curriculum maps that addresses how to embed EL Framework components to meet the needs of all students (i.e. individual student plans for increased achievement.)	Common Core PD (CCSS, EL, Tech, NGSS) A. Teachers will continue to seek and attend training specifically designed to increase the implementation of standards and practices associated with Math and ELA. B. Teachers will document in their curriculum maps the EL Framework components that are being used for instruction and student plans for increasing achievement. Continual assessment of the effectiveness of these plans for students.	Common Core PD (CCSS, EL, Tech, NGSS) A. Teachers will continue to seek and attend training specifically designed to increase the implementation of standards and practices associated with Math and ELA. B. Teachers will continue to refine and to document in their curriculum maps the EL Framework components that are being used for instruction and student plans for increasing achievement. Continual assessment of the effectiveness of these plans for students.

C. Teachers use technology within instruction. (ST Math, Footsteps, Renaissance). Teachers become trained and learn the use of Power Point and Google classroom strategies for 5th-8th grades.	C. Administrator and teachers to research and recommend to the Board a State approved NGSS model of instruction. (Integrated or traditional) D. Teachers increase use of technology within instruction. (ST Math, Footsteps, Renaissance, Power Point, Google classroom strategies).	C. Administrator and teachers to participate in professional development of and implement the Board approved NGSS model of instruction. (Integrated or traditional) D. Teachers increase use of technology within instruction. (ST Math, Footsteps, Renaissance, Power Point, Google classroom strategies).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,047.00	$300.00	$300
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference	5000-5999: Services And Other Operating Expenditures Travel & Conference	5000-5999: Services And Other Operating Expenditures
Amount	$1,000	$1,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes
Amount	$179	$198	$216
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CCSS Materials

A. Purchase instructional materials aligned with CCSS based on need in ELA and Math.

1. Identify and prioritize grade level needs based on student work and assessments.

2. Assess the effectiveness and begin curriculum mapping of the materials purchased in the 2017-18. | CCSS Materials

A. Purchase instructional support materials aligned with CCSS based on need, as materials become available.

1. Continue to identify and prioritize grade level needs based on student needs and state guidelines and research

2. Assess the effectiveness and complete curriculum mapping of the materials purchased in the 2017-18 school year. | CCSS Materials

A. Purchase instructional materials aligned with CCSS based on need, as materials become available.

1. Continue to identify and prioritize grade level needs based on student needs and state guidelines and research

2. Assess the effectiveness and refine curriculum mapping of the materials. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6800.00	$3,500.00	$1,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks

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)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase Use of Technology A. Use a technology program for maintaining grades and access to them by students and parents for grades 4th -8th. 1. Establish the priority list for 2017-18 and 2018-19 in regards to the infrastructure,	Increase Use of Technology A. Continue to use a technology program for maintaining grades and access to them by students and parents for grades 4th -8th. 1. Continue to prioritize and reassess the identified action plan, with secured budget	Increase Use of Technology A. Continue to use a technology program for maintaining grades and access to them by students and parents for grades 4th -8th.. 1. Continue to prioritize and reassess the identified action plan, with secured budget

| hardware, and software needs for technology.

2. Identify the training needs associated with the integration of Instructional Technology.. | expenditures, in alignment with the planned infrastructure, hardware, and software needs.

2. Continue to identify and monitor the appropriate training needed to integrate Instructional Technology strategies within the curriculum established. | expenditures, in alignment with the planned infrastructure, hardware, and software needs.

2. Continue to identify and monitor further appropriate training needed to integrate Instructional Technology strategies within the curriculum established. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000.00	$1,000.00	$1,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		$1,000	$1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

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 3

School Culture and Engagement
*   Maintain a positive school culture and system of support for student personal and academic growth
*   Continue positive school climate
*   Improve student attendance
*   Increase parent education and involvement

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)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

* Inconsistent attendance, chronic absenteeism rate is 47%
* School Climate survey results (maintain 2017-18 baseline of students feeling safe at school which is 100%)
* Inconsistent parent participation at regular PTO meetings, current rate is 10%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey, Chronic absenteeism in CalPads	Baseline will be 2017-18 School developed climate survey. (2017-18 baseline is 100% for	• Reduce chronic absenteeism/truancy	• Reduce chronic absenteeism/truancy	*Reduce chronic absenteeism/truancy

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in School events and meetings (documented by sign-in and observations)	students feeling safe at school) Chronic absenteeism is at 47% (10 students who were absent 10% of the school year or more.) Suspension rate 0% Expulsion rate 0% Parent participation rate at school events and meetings is 10%	rate by .5% • Increase average student attendance rate by .5% • Maintain suspension rate at 0% • Maintain expulsion rate at 0% • Increase (using 2017-18 baseline) the number of students feeling safe at school by .5% (School Climate Survey) • Increase opportunities to engage and involve parents. Parenting class for 2017-18 (No cost at this time.) • Increase community communication	rate by an additional 10% * Increase average student attendance rate by 1% • Maintain suspension rate at 0% • Maintain expulsion rate at 0% • Increase the number of students feeling safe at school by .5%(School Climate Survey) • Provide more opportunities to engage and involve parents	rate by an additional10% * Increase average student attendance rate by 1% • Maintain suspension rate at 0.1% • Maintain expulsion rate at 0.1% • Increase the number of students feeling safe at school by .5%(Healthy Kids/School Climate Survey) • Provide more opportunities to engage and involve parents

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)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Climate A. Establish administrative/staff support to oversee School Climate/Culture programs, Attendance, Expulsions and SARB. 1. Placement of system for truancy letters to assist with lower truancy rates. 2. Establish system for evaluating effectiveness of programs 3. Evaluate systems and procedures for Student encouragement	School Climate A. Continue administrative support to oversee School Climate/Culture programs, Attendance, Expulsions and SARB. 1. Review and update system for truancy letters to assist with lower truancy rates. 2. Begin to implement and develop the review system for evaluating effectiveness of programs 3. Review systems and procedures for Student encouragement.	School Climate A. Continue administrative support to oversee School Climate/Culture programs, Attendance, Expulsions and SARB. 1. Continue with system for truancy letters to assist with lower truancy rates. 2. Continue implementation and annual review of system for evaluating effectiveness of programs 3. Continue to review systems and procedures for Student encouragement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	$1000.00	$700.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies 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)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Engagement (Attendance) A. Administrative Support 1. Establish and implement a plan to increase the attendance rate and provide	Student Engagement (Attendance) A. Continue Administrative Support but develop a plan to have less administrative support in 2019-20	Student Engagement (Attendance) A. Begin reduced Administrative Support 1. Continue the plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board

tracking of efforts and quarterly Board reports. 2. Analyze current status and create a plan to reduce truancy and chronic absences B. Provide variety of academic supports, including tutoring by teachers in class, other support.	1. Continue the plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board 2. Analyze current status and create a plan to reduce truancy and chronic absences B. Monitor progress of the academic supports, including tutoring by teachers in class, other support.	2. Analyze current status and create a plan to reduce truancy and chronic absences B. Monitor progress of the academic supports, including tutoring by teachers in class, other support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000.00	$12,000.00	$10,000.00
Source	LCFF	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support staff	1000-1999: Certificated Personnel Salaries Support staff	1000-1999: Certificated Personnel Salaries Support staff
Amount	$500.00	$600.00	$600.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	$416.	$416	$416
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

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

All	All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase Parent Involvement A. Develop parent involvement goals. B. Provide parents with resources aligned to current education topics. C. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents.	Increase Parent Involvement A. Monitor and analyze parent involvement goals. B. Provide parents with resources aligned to current education topics. C. 5-6 Parent Nights will include parent meetings to review portions of the LCAP, school information, future planning for the school. Further time will be used to involve parents in math, reading, language development, science and other elements of their students' education.	Increase Parent Involvement A. Monitor and analyze parent involvement goals. B. Provide parents with resources aligned to current education topics. C. 5-6 Parent Nights will include parent meetings to review portions of the LCAP, school information, future planning for the school. Further time will be used to involve parents in math, reading, language development, science and other elements of their students' education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$400.00	$400.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials ans supplies

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 4

Recruit and maintain high quality teachers who will meet the California state credentialing requirements.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Continue to insure that teachers hired are appropriately credentialed and highly qualified.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC Report on teacher credential	50% of teachers are credentialed in areas taught.	• 100% of teachers will be appropriately credentialed • The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly	• 100% of teachers will be appropriately credentialed • The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly	• 100% of teachers will be appropriately credentialed • The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Qualified Teachers	Qualified Teachers	Qualified Teachers

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

<div align="center">OR</div>

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
A. Maintain an effective recruitment plan and hiring timeline in 2016-17 B. Strategically place teachers; ensure that students needs are matched with teachers expertise	A. Maintain 100% highly qualified, fully credentialed teachers B. As student numbers change in this rural setting, strategically place teachers; ensure that students needs are matched with teachers expertise	A. Maintain 100% highly qualified, fully credentialed teachers B. Strategically place teachers; ensure that students needs are matched with teachers expertise

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,000.00	$118,000.00	$124,00.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated alaries
Amount	$30,258	$32,738	$35,328
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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 5

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

• All facilities should provide equitable learning environment for all students and remain in good repair.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC and yearly walk through inspections	Met equitable and healthy standards of service for facilities through Keenan and County Fire Inspection in 2016-17.	• Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through.	• Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through.	• Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through.

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)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A. Maintain a 3% of the budget for routine maintenance and investigate the possibility of outside Bond program of funding for new classroom B. Analyze current equipment and inventory needs. Review replacement plan for equipment. Follow AMBAG Plan for energy cost savings.	A. Maintain a 3% of the budget for routine maintenance. Act on Bond funding if found to be feasible. B. Analyze current equipment and inventory needs. Review replacement plan for equipment. Follow AMBAG (Association of Monterey Bay Area Government) Plan for energy cost savings.	A. Maintain a 3% of the budget for routine maintenance. Act on Bond funding if found to be feasible. B. Analyze current equipment and inventory needs. Review replacement plan for equipment. Follow AMBAG Plan for energy cost savings. C. Continue use of the facilities check system established to produce a priority list of facilities needs to be accomplished.

C. Use the facilities check system established to produce a priority list of facilities needs to be accomplished.	C. Continue use of the facilities check system established to produce a priority list of facilities needs to be accomplished.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,804.00	$10,804.00	$10,804.00
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance	6000-6999: Capital Outlay Deferred Maintenance	6000-6999: Capital Outlay Deferred Maintenance

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$23,664	14.69%

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).

Our student population is 98% unduplicated students. Language and reading services to the targeted group will continue to be increased by 25 minutes a day, three times a week. Currently the LEA is meeting the needs of all students including the EL, low socio-economic, foster and students re-designated as fluent English proficient students by providing these students with a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences, as well as field trips, assemblies, and extra-curricular activities. In addition there will be a longer school year (9 additional days to the usual 180). Instruction will include the use of curricular mapping and planning from the assessment (STAR-360, BPST) given every 6-8 weeks. This will provide targeted instruction and support in math and language arts. Lastly, students will participate in a formal writing program within the adopted Houghton-Mifflin Language Arts program.   The LCFF Supplemental Funds for the 2018-19 school year are calculated to be $6,833.

Services to the targeted group will continue a minimum of three times a week by providing opportunities to these students to have intervention and the extra use of technology that will enrich their language and mathematics experiences and achievement.   All students will have access to specific programs and applications that are designed to enrich language and mathematics achievements.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$28,403	19.78%

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).

Services to the targeted group will continue to be increased by 25 minutes a day, a minimum of three times a week. Currently the LEA is meeting the needs of all students including the EL, low socio-economic, homeless and students re-designated as fluent English proficient students by providing these students with a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences, as well as field trips, assemblies, and extra-curricular activities. In addition there will be a longer school year (14 additional days to the usual 180) with a focus on targeted instruction and support in math and language arts. Lastly, students will participate in a formal writing program. The LCFF Supplemental Funds for the 2017-18 school year are calculated to be $6,833.

Services to the targeted group will be increased by 25 minutes a day, a minimum of three times a week by providing opportunities to these students to have intervention and the extra use of technology that will enrich their language and mathematics experiences and achievement. All students will have access to specific programs and applications that are designed to enrich language and mathematics achievements.

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

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

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

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (e) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	211,251.00	192,199.00	210,751.00	225,490.00	118,572.00	554,813.00
Base	143,562.00	132,308.00	143,562.00	173,942.00	68,932.00	386,436.00
LCFF	23,895.00	18,023.00	23,395.00	6,114.00	4,132.00	33,641.00
Lottery	3,025.00	1,260.00	3,025.00	3,000.00	3,000.00	9,025.00
Other	1,047.00	1,012.00	0.00	0.00	0.00	0.00
REAP	10,515.00	10,015.00	10,515.00	10,826.00	11,199.00	32,540.00
Supplemental and Concentration	29,207.00	28,731.00	29,207.00	31,308.00	31,009.00	91,524.00
Title II	0.00	850.00	1,047.00	300.00	300.00	1,647.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	211,251.00	192,199.00	210,751.00	225,490.00	118,572.00	554,813.00
1000-1999: Certificated Personnel Salaries	140,300.00	138,995.00	140,300.00	157,300.00	49,700.00	347,300.00
2000-2999: Classified Personnel Salaries	8,000.00	8,000.00	8,000.00	8,082.00	8,244.00	24,326.00
3000-3999: Employee Benefits	34,275.00	34,163.00	33,775.00	36,504.00	39,324.00	109,603.00
4000-4999: Books And Supplies	12,325.00	7,679.00	12,325.00	10,000.00	7,700.00	30,025.00
5000-5999: Services And Other Operating Expenditures	1,047.00	1,012.00	1,047.00	300.00	300.00	1,647.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00	2,350.00	4,500.00	2,500.00	2,500.00	9,500.00
6000-6999: Capital Outlay	10,804.00	0.00	10,804.00	10,804.00	10,804.00	32,412.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	211,251.00	192,199.00	210,751.00	225,490.00	118,572.00	554,813.00
1000-1999: Certificated Personnel Salaries	Base	102,000.00	102,000.00	102,000.00	130,000.00	22,400.00	254,400.00
1000-1999: Certificated Personnel Salaries	LCFF	13,000.00	12,150.00	13,000.00	1,000.00	1,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	25,300.00	24,845.00	25,300.00	26,300.00	26,300.00	77,900.00
2000-2999: Classified Personnel Salaries	REAP	8,000.00	8,000.00	8,000.00	8,082.00	8,244.00	24,326.00
3000-3999: Employee Benefits	Base	30,258.00	30,258.00	30,258.00	32,738.00	35,328.00	98,324.00
3000-3999: Employee Benefits	LCFF	1,095.00	983.00	595.00	614.00	632.00	1,841.00
3000-3999: Employee Benefits	REAP	2,015.00	2,015.00	2,015.00	2,244.00	2,455.00	6,714.00
3000-3999: Employee Benefits	Supplemental and Concentration	907.00	907.00	907.00	908.00	909.00	2,724.00
4000-4999: Books And Supplies	Base	500.00	50.00	500.00	400.00	400.00	1,300.00
4000-4999: Books And Supplies	LCFF	6,800.00	4,890.00	6,800.00	3,500.00	1,500.00	11,800.00
4000-4999: Books And Supplies	Lottery	3,025.00	1,260.00	3,025.00	3,000.00	3,000.00	9,025.00
4000-4999: Books And Supplies	REAP	500.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,500.00	1,479.00	1,500.00	2,600.00	2,300.00	6,400.00
5000-5999: Services And Other Operating Expenditures	Other	1,047.00	1,012.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	1,047.00	300.00	300.00	1,647.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00	0.00	3,000.00	1,000.00	1,000.00	5,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	850.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	10,804.00	0.00	10,804.00	10,804.00	10,804.00	32,412.00

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

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	41,247.00	38,527.00	41,247.00	42,534.00	42,908.00	126,689.00
Goal 2	12,026.00	7,689.00	12,026.00	6,998.00	5,016.00	24,040.00
Goal 3	14,916.00	13,725.00	14,416.00	14,416.00	12,116.00	40,948.00
Goal 4	132,258.00	132,258.00	132,258.00	150,738.00	47,728.00	330,724.00
Goal 5	10,804.00	0.00	10,804.00	10,804.00	10,804.00	32,412.00

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