

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

THE STORY

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

Willow Grove Union School District 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 2016-17 school year, we are starting the year with 20 students attending the school. The student body consists of 90% Hispanic and 10% Caucasian students. There are approximately 9 (45%) English Language Learners and 17 (85%) low income students. 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 California High School Exit Exam (CAHSEE), 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 CAHSEE, 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 High Quality Teachers for all students.

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. Beginning training on ELL strategies was provided to teachers. Assessments were used every 8 weeks for assessing student progress and forming teaching groups. Intervention teachers 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. 100% of the students showed growth over the year of instruction. The EL students showed growth commensurate with non EL students.

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 on an assessment tool (STAR 360- Renaissance) will be implemented so as to more effectively to document student growth and use as a tool for strategic lesson plan development.

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 year.

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

Student attendance will be a continued focus for the next year due to high chronic absenteeism for some students. A more vigorous parent education focus will be implemented to address this need. Students who are EL in the K-4 grade levels have closed the gap in Language Arts between themselves and the non-EL students through this year with the specific 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 growth patterns. Some of the upper grade students have not been not performing up to 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.

INCREASED OR IMPROVED SERVICES

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

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 have closed the gap in Language Arts between themselves and the non-EL students through this year with the specific 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 (the majority of whom are low income) have not been not 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	\$360,159
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$210,751.00

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.

\$327,437 Total Projected LCFF Revenues for LCAP Year

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and Language Arts.
- All subject areas taught will have Curriculum Maps developed that address State CCSS, NGSS and ELD Standards and will include a Standards Aligned assessment every six weeks.
- Individual Learning Plans will continue to be developed and refined for each student.

ACTUAL

All students received equitable instructional minutes in all core subjects. All students have access to standards aligned instructional materials. Beginning training on ELL strategies was provided to teachers. Assessments were used every 8 weeks for assessing student progress and forming teaching groups. Intervention teachers also used the testing for information with teaching and grouping of students. Student progress was reviewed by the Board at least quarterly.

100% of the students showed growth over the year of instruction. The EL students showed growth commensurate with non EL students.

Students who are EL in the K-4 grade levels have closed the gap in Language Arts between themselves and the non-EL students through this year with the specific 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 growth patterns.

Some of the upper grade students have not been not performing up to grade level in Language Arts or Math in previous years. Even though they are showing growth this year, more frequent assessments and specific skill lessons will be continued to address these individual needs and build on the growth that has been attained throughout this past year.

No ELL students qualified for reclassification in 2016-17. Five students out of seven ELL students (grades 1st - 7th), rose one level in the CELDT testing.

With such a strong emphasis on vocabulary development in our daily learning, these results were encouraging.

ACTIONS / SERVICES

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

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Continue training in the ELA/ELD framework with teacher collaboration.</p> <p>B. Pursue the purchase of ELA materials to support the content areas with Common Core (CCSS) and ELD strategies in mind.</p> <p>C. Research and implement successful regrouping and small group instruction strategies.</p> <p>D. Assess and understand all student’s lexile levels and provide differentiated support with leveled and informational texts.</p> <p>E. Identify and use academic vocabulary, student talk, and academic conversation strategies that support access for all.</p>	<p>ACTUAL</p> <p>Since there was a change in staffing during the year, the training for ELA/ELD needs to be revisited next year.</p> <p>New curricular materials were reviewed and purchases will be made for the 2017-18 school year to support the ELA and Math with ELD strategies in mind.</p> <p>Using the assessments every eight weeks, there was successful regrouping and teaching of students individually and in small groups.</p> <p>Student lexile levels were used during instruction, reading, and intervention to maximize and build on the student growth.</p> <p>The use of academic vocabulary, student talk, and academic conversation strategies were used in the classroom settings as well as a focus in the intervention groups. This is an area that continues to need attention.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Travel & Conference Supplemental and Concentration \$2,500.00</p> <p>Textbooks Base \$1,200</p> <p>Teacher Quality 4000-4999: Books And Supplies Title II \$1,047</p>	<p>ESTIMATED ACTUAL</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500.</p> <p>Textbooks 4000-4999: Books And Supplies Base 0</p> <p>Curricular Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,047</p>
<p>Action 2</p>		
<p>Actions/Services</p>	<p>PLANNED</p> <p>Interventions</p>	<p>ACTUAL</p> <p>Students receiving intervention time continued to receive and have access to the Science (NGSS) and Social Studies.</p>

- A. Ensure all students that are receiving intervention time have access to Science (NGSS) and Social Studies.
- B. Provide expanded learning (Extended Year -) that includes blended academic and enrichment services
- C. Provide ELL students with additional time and support during school to increase language proficiency.
- D. Purchase ELD materials to supplement a quality comprehensive ELD program to address the needs of ELL, i.e. purchase bilingual books, magazines, software, CDs. Establish learning centers in the classroom that specifically address the language needs of ELL students.

The extended year worked very well for students as they did not show a drop in retention of information as usually seen over the summer months. The increased time for instruction assisted with their growth over the year. If the budget allows, this would be a good aspect of the school to continue. Administrative support for coaching staff, materials determination and student support.

As addressed above, the intervention groups during the school day did work to increase language proficiency for the students.

Expenditures

BUDGETED

Certificated/ Classified Salaries Certificated/Classified Salaries Supplemental and Concentration \$13,270
 4000-4999: Books And Supplies LCFF \$9,000.00

 Certificated/Classified Salaries REAP 18,952

 1000-1999: Certificated Personnel Salaries LCFF \$24,000

ESTIMATED ACTUAL

Intervention Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,270
 Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration \$12,000
 Intervention Support 1000-1999: Certificated Personnel Salaries REAP \$8750
 Coaching, Administrative Support 1000-1999: Certificated Personnel Salaries LCFF \$24,000
 Intervention Support 3000-3999: Employee Benefits Supplemental and Concentration \$460
 Intervention Support 3000-3999: Employee Benefits REAP \$303
 Intervention Support 1000-1999: Certificated Personnel Salaries LCFF \$2394
 Intervention Support 3000-3999: Employee Benefits LCFF \$83
 Intervention Support 2000-2999: Classified Personnel Salaries REAP \$7248
 Intervention Support 3000-3999: Employee Benefits REAP \$1,710

Action

3

Actions/Services

PLANNED

Progress Monitoring

- A. Establish a formal review of student progress, using all data collected through programs or assessment, every 6 weeks.

ACTUAL

STAR-360 (Renaissance) for all grades, BPST (K-2), and Houghton leveled reading for fluency and comprehension (K-3) have been assessments used to determine the growth for each student during the 2016-17 school year. These will be continued for next year as well.

B. Publish the student progress review and recommendations to the Board once a quarter.
 C. Teachers will receive training to understand the difference between formative, summative, and common assessments.

 D. Establish 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/NGSS standards)

The STAR-360 is a standards aligned benchmark assessment system for all grades for ELA and Math Student progress review has been shared with the Board at least once a quarter.

Expenditures

BUDGETED
 Travel & Conference LCFF \$3,000.00

ESTIMATED ACTUAL
 Travel & Conference 5000-5999: Services And Other Operating Expenditures LCFF \$1,300.

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 as planned in terms of the intervention during school time. Students were identified every eight weeks based on periodic assessments which were standards based. These assessments were used for the purpose of assessing student progress and forming teaching groups. These assessments were in various aspects of language arts. The focus of the intervention was on fluency, phonics and vocabulary. The feedback from students and staff indicated that this was a very valuable method of supporting instruction for students.

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

An increase in student fluency rates and the scores on the assessments, every eight weeks, supported the growth of the students in the intervention programs. These students also showed more interest in the classroom and increased interaction with the assignments in the regular instructional class. The students in all grades showed improvement in test scores. The growth in our ELL students was a good indicator of our emphasis on vocabulary development in language arts as well as all subject matter.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual intervention expenditures for 2016-17 were somewhat less than the budgeted expenditures as one of the intervention teachers could not finish the school year. As a result, there were 2 months of the salary that was unused. The travel and conference was not all used but will be revisited next year due to new staff.

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 continued with a slight modification to include: 1.) the reclassification metric; 2.) the middle school drop out rate metric, and 3.) adding writing strategies to actions in Goal #1 for 2017-18.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

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.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase in the implementation of CCSS, particularly the transference of CC PD through a district observation tool. (Baseline year)
- Increase availability and accessibility of CC materials (adopted and supplementary) and ELD Standards material

ACTUAL

Staff is researching CCSS texts and materials. Some materials have been implemented which will lead to a better understanding of what texts to purchase over the summer for next year (2017-18). Particular attention has been made to finding materials which include ELD strategies and are rich in vocabulary. Surrounding districts have been contacted for additional information on what materials they have found most useful.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Common Core PD (CCSS, EL, Tech, NGSS)

A. Teachers to seek and attend training specifically designed to increase understanding of the standards and practices associated with Math and ELA with ELL students.

ACTUAL

Professional development in EL strategies was held with staff during the school year. However, due to a change in staff during the 2016-17 and also the upcoming 2017-18 school year, these goals will continue as written.

	<p>B. Teachers to attend training that addresses how to read EL Frameworks and the published NGSS materials. (ie; NGSS State Symposiums and Region EL Frameworks)</p> <p>C. Teachers to review and begin to use technology within instruction.</p>	<p>Technology was a large component used with student instruction and learning this year but will need to continue within this goal due to staffing changes.</p>
Expenditures	<p>BUDGETED Travel & Conference Supplemental and Concentration \$1500</p> <p>Purchase CCSS supplementary materials. Supplemental and Concentration \$1129</p>	<p>ESTIMATED ACTUAL Travel & Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1500</p> <p>Purchase CCSS supplementary materials 4000-4999: Books And Supplies Supplemental and Concentration \$1129</p>

Action **2**

Actions/Services	<p>PLANNED CCSS Materials</p> <p>A. Access and determine the most appropriate new instructional materials aligned with CCSS based on need, as materials become available.</p> <p>1. Identify and prioritize grade levels needs based on state guidelines and research</p> <p>2. Pilot suggested publisher materials</p>	<p>ACTUAL Materials for Language Arts and Math will be purchased in July for the 2017-18 school year. Professional development for CCSS materials will take place during the 2017-18 school year.</p>
Expenditures	<p>BUDGETED Textbooks Base \$3000.00</p>	<p>ESTIMATED ACTUAL Textbooks 4000-4999: Books And Supplies Base \$0</p>

Action **3**

Actions/Services	<p>PLANNED Increase Use of Technology</p> <p>A. Find and use a technology program for maintaining grades and access to them by students and parents.</p> <p>1. Infrastructure, hardware, and software needs</p> <p>2. Instruction using technology</p>	<p>ACTUAL Professional development in technology (i.e. Star 360 program. and ST Math) was held with staff during the school year. However, due to a change in staff during the 2016-17 and also the upcoming 2017-18 school year, these goals will continue as written. Professional development for Technological tools will be implemented with new staff.</p> <p>Yearly contracts with Technology programs will be purchased to assist with student assessment and instruction.</p>
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	BUDGETED	ESTIMATED ACTUAL
Expenditures	Non-Capitalized Equipment Base \$1,200	Professional Development for student intervention and assessment programs. 5000-5999: Services And Other Operating Expenditures Title II \$1,200 Yearly contracts for STAR 360 and ST Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,900

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.

Due to a change in staff during the 2016-17 and also for the 2017-18 school year, these will continue as written.
 Technoogy was purchased which meets the CCSS for math and reading. A program was used for grade maintenance and communication with parents by the 4th - 8th grade classroom.
 Technology was a large component used with student instruction (K-8) and learning this year but will need to continue within this goal due to staffing changes.

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

The EL professional development with K-4 staff brought improved results regarding instruction for students' learning. Student growth in vocabulary and reading scores for the K-4 grades showed continuous growth according to BPST, fluency (Houghton and Dibbles assessments), and STAR 360 Renaissance testing. Since there are less than 5 students at any one grade level, growth patterns and scores for grades and students are not shown.
 Due to a change in staff this will be revisited for professional development in the 2017-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to extensive funding necessary for the staffing, the purchases for the textbook materials will need to take place after July 1 2017 on the 2017-18 budget.

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 2017-18.

Annual Update LCAP Year Reviewed: 2016-17

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

Goal
3

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 & Involvement

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Reduce chronic absenteeism by 10%
- Maintain 0% truancy rate
- Increase average student attendance rate (ADA) by .5%
- Maintain suspension rate at/below 0.1%
- Maintain expulsion rate at/below 0.1%
- Obtain a baseline % of students feeling safe at school (Healthy Kids Survey)
- Increase opportunities to engage and involve parents
- Increase community communication

ACTUAL

Suspension and expulsion rates are both at 0%. No dropouts for Middle School. Baseline for student's feeling safe at school will tke place in 2017-18. The staff members have been working with parents to improve the attendance patterns. Many families live in the country and various issues such as temporary work locations for parents, transportation, and health have been problems with which we have dealt. With limited resources, parents and staff work to resolve these issues. The actual chronic absenteeism rate is at approximately 13%.

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

<p>Actions/Services</p>	<p>PLANNED Schoolwide Climate</p> <p>A. Establish administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions and SARB.</p> <ol style="list-style-type: none"> 1. Coordinate resources 2. Establish system for evaluating effectiveness of programs 3. Evaluate systems and procedures for student placement 	<p>ACTUAL This year monthly classroom Newsletters and School Calendar/Activity Updates with a school calendar showing pertinent information were sent home monthly. This is 70% more than was previously sent home on a regular basis. The school has planned three parent nights for all parents during the 2016-17 school year and attendance has been at 98% this year!</p>
<p>Expenditures</p>	<p>BUDGETED Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$13,000.00</p>	<p>ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Salaries identified in Goal 2, Action 2 3000-3999: Employee Benefits 0</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Student Engagement (Attendance)</p> <p>A. Administrative Support (referenced in School Climate, above)</p> <ol style="list-style-type: none"> 1. Establish a 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 <p>B. Provide variety of academic supports, including tutoring by teachers in class/extended year, other support.</p>	<p>ACTUAL At the beginning of the year, an attendance support person was hired to assist with the attendance letters for chronic absenteeism. Administrator and teachers met with parents who were needing to take students out of school for personal and work related needs. The number of absences were dramatically reduced. The parents responded favorably to suggestions the staff made to reduce the number of absences for the students. A new tracking system was implemented to keep data on the attendance of students.</p>
<p>Expenditures</p>	<p>BUDGETED Certificated/ Classified Salaries Embedded in Salaries Base \$11,700.00</p>	<p>ESTIMATED ACTUAL Attendance Support, salaries and benefit identified in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Increase Parent Involvement</p> <p>A. Create parent involvement goals.</p>	<p>ACTUAL Parent Club/ School Site Council meetings were regularly attended by a few parents and meetings were arranged at a time when it was possible for parents to attend. Towards the</p>
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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.

end of the school year, parents discussed the need for parenting classes. This was researched for a person to instruct the class out at the school site. A person was found and the classes will be offered in the evening, after parents are home from work. The parents decided that we should start them in the fall due to so many end of the year activities this May and June. Planning for these classes will occur in August 2017 and commence in September 2017.

Expenditures

BUDGETED

Materials & Supplies Base \$200

4000-4999: Books And Supplies Lottery \$672

ESTIMATED ACTUAL

Materials & Supplies 4000-4999: Books And Supplies Base \$200

Supplies for Parent Education and Support 4000-4999: Books And Supplies Lottery \$672

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.

Attendance has been an ongoing struggle with a few students. The problem of chronic absenteeism has been improved with the assistance of an administrator, letters for chronic absenteeism, parent conferencing and more parent involvement. Newsletters and School Calendar/Activity Updates, with a school calendar showing pertinent information, have been regularly sent home this year (unlike last year.). Parent nights have been extremely well attended with 98% attendance this year. The Parent Advisory group discussed needs of the school throughout the year and, as a result of these discussions, a Parenting Skills class has been designed for our parents and will begin in the fall of 2017-18.

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

The chronic absenteeism remains a challenge for our school and will continue to be a focus in the 2017-18 school year. Most of the parents have been responsive and the school staff will continue to work with all parents to improve this issue.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More Supplemental Concentration money was used for salaries which was used in implementing the extra assistance for working with parents in improving attendance.

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.

Truancy letters, parent conferences with the absenteeism will be more intensely monitored and addressed. Healthy Kids Survey will be given to the students. This goal will be continued to 2017-18.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4	4. High Quality Teachers
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of teachers will be appropriately credentialed
- The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly Qualified Teachers

ACTUAL

The school hired a newly credentialed teachers for 2016-17. All teachers were highly qualified for 2016-17. Due to a staffing change, the search will continue for fully credentialed teachers to strengthen the staff for 2017-18. The Primary grades currently employs a Teacher assistant which is very helpful with so many grades in one classroom. Highly Qualified teachers are not evident in the Primary classroom. Teacher in grades 5-8th is highly qualified. Teacher evaluation is completed by the San Benito County Office of Education using a process which focuses on the knowledge, skills, and abilities of Highly Qualified Teachers.

ACTIONS / SERVICES

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

Action 1					
Actions/Services	<table border="1"> <tr> <td style="background-color: #e6e6fa; text-align: center; vertical-align: top;">PLANNED</td> <td style="background-color: #e6e6fa;"> A. Develop an effective recruitment plan and hiring timeline B. Strategically place teachers; ensure that students needs are matched with teachers expertise </td> <td style="background-color: #e6e6fa; text-align: center; vertical-align: top;">ACTUAL</td> <td style="background-color: #e6e6fa;"> A qualified credentialed teacher was hired for the 2016-17 but will not remain for the 2017-18 year. </td> </tr> </table>	PLANNED	A. Develop an effective recruitment plan and hiring timeline B. Strategically place teachers; ensure that students needs are matched with teachers expertise	ACTUAL	A qualified credentialed teacher was hired for the 2016-17 but will not remain for the 2017-18 year.
PLANNED	A. Develop an effective recruitment plan and hiring timeline B. Strategically place teachers; ensure that students needs are matched with teachers expertise	ACTUAL	A qualified credentialed teacher was hired for the 2016-17 but will not remain for the 2017-18 year.		

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$143,382.00	Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$143,382. Benefits for Certificated 3000-3999: Employee Benefits LCFF \$47,013.

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.

A newly credentialed teacher was hired for the 2016-17 school year. However, two new highly qualified, credentialed teachers are being sought for the 2017-18 school year.

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

Recruitment is very difficult for a small rural school. Quality recruitment will continue for the hires for 2017-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More salary expenditures for staff was the result of over-hiring for 2016-17. This will be resolved in 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.

Continue this goal without changes in the 2017-18 school year.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5

5. Ensure equitable and well maintained facilities

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Maintain facilities in good repair

ACTUAL

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 with wood chips under the play equipment. Board reviews the facility needs quarterly. Williams/FIT showed no deficiencies.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

A. Maintain a 10% of the budget for routine maintenance
 B. Analyze current equipment and inventory needs. Review replacement plan for equipment.

ACTUAL

Regular walk through inspections were held by the Keenan Group and the Fire Protection District as well as Board members and staff. Items needing adjustment, work, or replacement have been completed. A system of monthly checks is completed by staff. Facilities are maintained in

C. Create a system to determine facilities checks that provide insight into maintenance and improvements.

BUDGETED
 Deferred Maintenance and/or Non- Capitalized Equipment Base \$8500.00

good repair. A main Heater/air conditioner went out and had to be replaced this year.

ESTIMATED ACTUAL
 Deferred Maintenance and/or Non-capitalized Equipment 6000-6999: Capital Outlay Base \$6,600.

Expenditures

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. Prop. 39 funds (for energy efficiency) may be an added factor for use in renovations over the next few years. A plan has been written and will be proposed to the Board for review and approval. Williams/FIT will be reviewed and responded to as appropriate throughout the year.

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.

Only major expenditures necessary this year for the facility was the heater/ air conditioner.

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 2017-18 school year.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The 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.
- 9/20/16 - Back To School night / Parent Involvement regarding instruction and student achievement
- 2016-- 9/8, 10/13, 12/8, 2017--- 1/19, 2/9, 3/23, 4/27, 5/25 - PTO/SSC meetings for parent input Meetings
- 9/13/16 - Parents input and attendance at special board meetings
- All regularly scheduled monthly Board Meetings in 2016-2017
- Stakeholder LCAP Review Meeting April 27, 2017
- School Site Council and PTO reviewed Draft LCAP, May 25, 2017
- Board Meeting Public Hearing for LCAP, June 6, 2017
- Board Meeting Approval, July 13, 2015, June 13, 2017

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

- Newly adopted LCAP, August 9, 2016, September 13, 2016
- * Interviews with Students for individual input.
- * 9/20/16 - Back To School night / Parent Involvement
- * 9/8, 10/13, 12/8, 1/19, 2/9, 3/23, 4/27, 5/25 - PTO/SSC meetings for parent and teacher/staff input.
- * Meeting with staff input on 1/12, 2/23,4/6, 4/26, and 5/11
- Meetings with discussion regarding academic improvement
- * 8/9/16, 9/13, 6/6 - Parents input and attendance at special board meetings discussing student needs
- * All regularly scheduled monthly Board Meetings in 2016-2017
- * Stakeholder LCAP Review Meeting April 27, 2017
- * 6/6/17 - Public Hearing LCAP and 2016-17 Budget
- * 6/13/17 – 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 will be 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 will be 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.

Willow Grove has gone through a series of events that will lead to a change in teaching staff (2) for the 2017-18 school year. An administrator was hired part time this year to oversee the academic, student absenteeism, and other issues that have plagued the school site in previous years. Establishing an LCAP Plan has been one of those goals. The San Benito County Office of Education has provided valuable assistance in the development of the LCAP for Willow Grove. Numerous opportunities were provided to staff, students and the community for planning the LCAP. Parent meetings included discussions on needs for students and parents over this school year. The Willow Grove Union Board has reviewed progress, budget, all stakeholder input (parents, student, staff, community) and suggestions, provided feedback, and ultimately approved the following LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

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

Identified Need

* Reading assessments indicate that 55% of students at the end of 2016-17 were reading below grade level and some students entering high school unprepared.
 * Common data and formal 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 is in at least one of three areas which require more intensive teaching: low income, English Language Learners, or Homeless.

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	Scores not posted due to low numbers of students per grade (less than 5). All students showed growth. 45% of students were at or exceeded grade level. All Students below grade level had an individual learning plan.	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.	55% of students at the end of 2018-19 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.	60% of students at the end of 2018-19 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.

	<p>Five students out of seven possible ELL students, rose a level in the CELDT testing during 2016-17. No students were reclassified.</p> <p>Middle School Drop out rate is 0%</p>	<p>* ELL students will show 10% qualifying for reclassification in 2017-18.</p> <p>* Middle School drop out rate will remain at 0%.</p>	<p>* ELL students will show 15% qualifying for reclassification in 2017-18.</p> <p>* Middle School drop out rate will remain at 0%.</p>	<p>* ELL students will show 20% qualifying for reclassification in 2017-18.</p> <p>* Middle School drop out rate will remain at 0%.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Literacy (Including Specific to ELL's)	Literacy (Including Specific to ELL's)	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.

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.

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.

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

C. Continue to track those strategies, 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.

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. Begin implementation.

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

C. Continue to track those strategies, 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

2017-18

Amount	\$3025
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Amount	\$500
Source	REAP
Budget Reference	4000-4999: Books And Supplies
Amount	\$300
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes

2018-19

Amount	\$3000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Amount	\$500
Source	REAP
Budget Reference	4000-4999: Books And Supplies
Amount	\$300
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes

2019-20

Amount	\$3000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Amount	\$500
Source	REAP
Budget Reference	4000-4999: Books And Supplies
Amount	\$300
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes

Amount	\$54	Amount	\$55	Amount	\$56
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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)

2018-19

New Modified Unchanged

Interventions

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 – 192 + days) program that is being offered.

2019-20

New Modified Unchanged

Interventions

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 – 192 + days) program that is being offered.

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

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

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

2017-18

Amount	\$25,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated/ Classified Salaries
Amount	\$8,000
Source	REAP
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$853
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,015
Source	REAP
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$26,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$8082.
Source	REAP
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$853
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,244.
Source	REAP
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$26,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$8,244.
Source	REAP
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$853
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits
Amount	\$2,455.
Source	REAP
Budget Reference	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

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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)

2018-19

- New Modified Unchanged

Progress Monitoring

- A. Maintain formal reviews of student progress, using all data collected through programs or assessment, every 8 weeks.
- 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)

2019-20

- New Modified Unchanged

Progress Monitoring

- A. Maintain formal reviews of student progress, using all data collected through programs or assessment, every 8 weeks.
- 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

2017-18

Amount \$1500

2018-19

Amount \$1500

2019-20

Amount \$1500

Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STAR 360
Amount	

Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STAR 360
Amount	

Source	Supplemental and Concentration
Budget Reference	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.

New
 Modified
 Unchanged

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, in order to implement Common Core/NGSS Standards and EL Standards.

State and/or Local Priorities Addressed by this goal:

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

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 for increasing student achievement.	2017-18 is the Baseline year with new curriculum and staff.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Continue to use a 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. <p>* Include science in the routine walk-through tool used to gather</p>	<ul style="list-style-type: none"> Use a classroom observation tool and conferencing with staff to evaluate the 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. <p>* Continue to use ELA and science in the routine walk-</p>

		<p>that was adopted or developed and give the assessments associated with the curriculum. (Baseline year)</p> <p>* Use STAR-360 assessments to coordinate areas of student need with the curriculum used.</p>	<p>a baseline of implementation of NGSS as well as continual monitoring of the ELA curriculum.</p> <ul style="list-style-type: none"> 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. 	<p>through tool used to gather data on the teaching of the implementation of CC and NGSS curriculum and standards.</p> <ul style="list-style-type: none"> 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.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

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.

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.

New Modified Unchanged

Common Core PD (CCSS, 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.

B. Teachers 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. Administrator and teachers to research and recommend to the Board a State approved NGSS model of instruction. (Integrated or traditional) Purchase of this program.

D. Teachers increase use of technology within instruction. (ST Math, Footsteps, Renaissance, Power Point, Google classroom strategies).

New Modified Unchanged

Common Core PD (CCSS, 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.

B. Teachers 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. 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

2017-18

Amount	\$1,047.00
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference
Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$179
Source	LCFF

2018-19

Amount	\$1,000.00
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel & Conference
Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$198
Source	LCFF

2019-20

Amount	\$700
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$216
Source	LCFF

Budget Reference 3000-3999: Employee Benefits

Budget Reference 3000-3999: Employee Benefits

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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

2017-18

Amount \$6800.00
 Source LCFF
 Budget Reference 4000-4999: Books And Supplies Textbooks

2018-19

Amount \$3,500.00
 Source LCFF
 Budget Reference 4000-4999: Books And Supplies Textbooks

2019-20

Amount \$1,500.00
 Source LCFF
 Budget Reference 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 All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase Use of Technology
 A. Use a technology program for maintaining grades and access to them by students and parents for grades 4th - 8th.

2018-19

New Modified Unchanged

Increase Use of Technology
 A. Continue to use the technology program for maintaining grades and access to them by students and parents for grades 4th - 8th.

2019-20

New Modified Unchanged

Increase Use of Technology
 A. Continue to use the 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, hardware, and software needs for technology.

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

1. Continue to prioritize and reassess the identified action plan, with secured budget expenditures, in alignment with the planed infrastructure, hardware, and software needs.

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

1. Continue to prioritize and reassess the identified action plan, with secured budget expenditures, in alignment with the planed 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

2017-18

Amount	\$3,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$2000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$2000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

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

Identified Need

- * Inconsistent attendance
- * Healthy Kids/ School Climate survey results (need baseline)
- * Inconsistent parent participation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Healthy Kids Survey, absenteeism	Baseline will be 2017-18 Healthy Kids Survey. Chronic absenteeism is at 47% (10 students who were absent 10% of the school year or more.)	<ul style="list-style-type: none"> • 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% • Increase (using 2017-18 baseline) the number of students feeling safe at school by .5% (Healthy 	<ul style="list-style-type: none"> • Reduce chronic absenteeism/truancy rate by an additional .5% * Increase average student attendance rate (ADA) by 1% • Maintain suspension rate at/below 0.1% • Maintain expulsion rate at/below 0.1% • Increase the number of students feeling safe at school by .5%(Healthy Kids/School Climate Survey) 	<ul style="list-style-type: none"> *Reduce chronic absenteeism/truancy rate by .5% * Increase average student attendance rate (ADA) by 1% • Maintain suspension rate at/below 0.1% • Maintain expulsion rate at/below 0.1% • Increase the number of students feeling safe at school by .5%(Healthy Kids/School Climate Survey)

		Kids/School Climate Survey) • Increase opportunities to engage and involve parents. Parenting class for 2017-18 (No cost at this time.) • Increase community communication	• Increase opportunities to engage and involve parents	• Increase opportunities to engage and involve parents
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

School Climate
A. Establish administrative/staff support to oversee School

School Climate
A. Continue administrative support to oversee School Climate/Culture

School Climate
A. Continue administrative support to oversee School Climate/Culture

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

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.

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

2017-18

Amount \$1,000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Materials

2018-19

Amount \$1000.00
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Materials

2019-20

Amount \$700.00
 Source Supplemental and Concentration
 Budget Reference 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 All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

Student Engagement (Attendance)
 A. Administrative Support
 1. Establish and implement a plan to increase the attendance rate and provide 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.

New
 Modified
 Unchanged

Student Engagement (Attendance)
 A. Continue Administrative Support but develop a plan to have less administrative support in 2019-20
 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.

New
 Modified
 Unchanged

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

 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

2017-18

Amount	\$12,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Support staff
Amount	\$500.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$416.
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$12,000.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support staff
Amount	\$600.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$416
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$12,000.00
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Support staff
Amount	\$600.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials
Amount	\$416
Source	LCFF
Budget Reference	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](#)
 All
 Students with Disabilities
 [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

Increase Parent Involvement
 A. Monitor and analyze 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.

2019-20

New Modified Unchanged

Increase Parent Involvement
 A. Monitor and analyze 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.

BUDGETED EXPENDITURES

2017-18

Amount	\$500.00
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2018-19

Amount	\$400.00
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

2019-20

Amount	\$400.00
Source	Base
Budget Reference	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.

New
 Modified
 Unchanged

Goal 4

High Quality Teachers

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

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

[Identified Need](#)

Less than 100% of teachers are appropriately credentialed

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.	<ul style="list-style-type: none"> 100% of teachers will be appropriately credentialed The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly Qualified Teachers 	<ul style="list-style-type: none"> 100% of teachers will be appropriately credentialed The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly Qualified Teachers 	<ul style="list-style-type: none"> 100% of teachers will be appropriately credentialed The teacher evaluation instruments shall reflect the knowledge, skills, and abilities of Highly 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](#)
 All
 Students with Disabilities
 [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

A. Maintain 100% highly qualified, fully credentialed teachers
 B. Strategically place teachers; ensure that students needs are matched with teachers expertise

BUDGETED EXPENDITURES

2017-18

Amount	\$102,000.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	\$30,258
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$105,000.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	\$32,738
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$108,00.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated alaries
Amount	\$35,328
Source	Base
Budget Reference	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.

New
 Modified
 Unchanged

Goal 5

Ensure equitable and well maintained facilities

State and/or Local Priorities Addressed by this goal:

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

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.	<ul style="list-style-type: none"> • Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through. 	<ul style="list-style-type: none"> • Maintain facilities in good repair. Continue to address any needs from Keenan or Fire Dept. walk through. 	<ul style="list-style-type: none"> • 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
 All
 Students with Disabilities
 [Specific Student Group(s)]

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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.

2018-19

- New Modified Unchanged

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.

2019-20

- New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	\$10,804.00
Source	Base
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance

2018-19

Amount	\$8500.00
Source	Base
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance

2019-20

Amount	\$8500.00
Source	Base
Budget Reference	6000-6999: Capital Outlay Deferred Maintenance

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$28,403

Percentage to Increase or Improve Services: 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 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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	260,552.00	278,661.00	210,751.00	210,886.00	117,068.00	538,705.00
	3,300.00	0.00	0.00	0.00	0.00	0.00
Base	182,182.00	150,182.00	143,562.00	158,638.00	67,028.00	369,228.00
LCFF	36,000.00	74,790.00	23,395.00	7,114.00	5,132.00	35,641.00
Lottery	672.00	672.00	3,025.00	3,000.00	3,000.00	9,025.00
REAP	18,952.00	18,011.00	10,515.00	10,826.00	11,199.00	32,540.00
Supplemental and Concentration	18,399.00	33,806.00	29,207.00	30,308.00	30,009.00	89,524.00
Title II	1,047.00	1,200.00	1,047.00	1,000.00	700.00	2,747.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	260,552.00	278,661.00	210,751.00	210,886.00	117,068.00	538,705.00
	37,229.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	180,382.00	191,796.00	140,300.00	144,300.00	38,100.00	322,700.00
2000-2999: Classified Personnel Salaries	0.00	7,248.00	8,000.00	8,082.00	20,244.00	36,326.00
3000-3999: Employee Benefits	0.00	49,569.00	33,775.00	36,504.00	39,324.00	109,603.00
4000-4999: Books And Supplies	10,719.00	15,048.00	12,325.00	9,000.00	6,700.00	28,025.00
5000-5999: Services And Other Operating Expenditures	0.00	6,500.00	1,047.00	1,000.00	700.00	2,747.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	1,900.00	4,500.00	3,500.00	3,500.00	11,500.00
6000-6999: Capital Outlay	0.00	6,600.00	10,804.00	8,500.00	8,500.00	27,804.00
Certificated/Classified Salaries	32,222.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	260,552.00	278,661.00	210,751.00	210,886.00	117,068.00	538,705.00
		3,300.00	0.00	0.00	0.00	0.00	0.00
	Base	25,800.00	0.00	0.00	0.00	0.00	0.00
	LCFF	3,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	5,129.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	156,382.00	143,382.00	102,000.00	117,000.00	10,800.00	229,800.00
1000-1999: Certificated Personnel Salaries	LCFF	24,000.00	26,394.00	13,000.00	1,000.00	1,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	REAP	0.00	8,750.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	13,270.00	25,300.00	26,300.00	26,300.00	77,900.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	12,000.00	12,000.00
2000-2999: Classified Personnel Salaries	REAP	0.00	7,248.00	8,000.00	8,082.00	8,244.00	24,326.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	30,258.00	32,738.00	35,328.00	98,324.00
3000-3999: Employee Benefits	LCFF	0.00	47,096.00	595.00	614.00	632.00	1,841.00
3000-3999: Employee Benefits	REAP	0.00	2,013.00	2,015.00	2,244.00	2,455.00	6,714.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	460.00	907.00	908.00	909.00	2,724.00
4000-4999: Books And Supplies	Base	0.00	200.00	500.00	400.00	400.00	1,300.00
4000-4999: Books And Supplies	LCFF	9,000.00	0.00	6,800.00	3,500.00	1,500.00	11,800.00
4000-4999: Books And Supplies	Lottery	672.00	672.00	3,025.00	3,000.00	3,000.00	9,025.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	REAP	0.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	14,176.00	1,500.00	1,600.00	1,300.00	4,400.00
4000-4999: Books And Supplies	Title II	1,047.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	1,300.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	4,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	1,200.00	1,047.00	1,000.00	700.00	2,747.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	3,000.00	2,000.00	2,000.00	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	1,900.00	1,500.00	1,500.00	1,500.00	4,500.00
6000-6999: Capital Outlay	Base	0.00	6,600.00	10,804.00	8,500.00	8,500.00	27,804.00
Certificated/Classified Salaries	REAP	18,952.00	0.00	0.00	0.00	0.00	0.00
Certificated/Classified Salaries	Supplemental and Concentration	13,270.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	41,247.00	42,534.00	42,908.00	126,689.00
Goal 2	12,026.00	7,698.00	5,416.00	25,140.00
Goal 3	14,416.00	14,416.00	14,116.00	42,948.00
Goal 4	132,258.00	137,738.00	46,128.00	316,124.00
Goal 5	10,804.00	8,500.00	8,500.00	27,804.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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