**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 | Lake Elementary School District |
|---|---|
| Contact Name and Title | Nikol Baker<br>Superintendent/Principal |
| Email and Phone | nbaker@lakeschool.org<br>530-865-1255 |

# 2017-20 Plan Summary

**THE STORY**

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

Lake Elementary School District is a small single school district situated on approximately 5 acres in the Sacramento Valley 100 miles north of  Sacramento and 5 miles north of Orland in Glenn County. A K-8 district, Lake serves approximately 170 students in single grade classrooms. The area is comprised of small farms with a majority of one or more parents employed in nearby Orland or Chico.  Nine full-time teachers and one full-time Superintendent/Principal staff Lake Elementary School. In addition, school based funds and general funds help finance instructional aides, and part-time teachers in art, band, and physical education.  An agreement with the Glenn County Office of Education helps to provide a special education resource teacher and a full-time aide, a speech therapist, a school psychologist, adaptive PE teacher, and a school nurse, as well as library and audiovisual services.

Lake School District was named for Daniel Jefferson Lake who opened the school in 1872. Current demographics identify 40.46% participating in free and reduced lunch, 13.87% English learners, 8.67% receiving IEP services, and 47.98% males, 52.02% females, and no foster youth. Atypical of elementary schools, 44% (4 of 9) of the teaching staff are males. The district also employs six classified staff who serve in the following roles: chief business officer, confidential secretary, paraprofessionals (including a bilingual aide), office support, cafeteria manager, cafeteria assistant, and a custodian who also serves as the school bus driver and groundskeeper. Two years ago, Lake entered into agreements with two neighboring school districts to hire a music teacher who provides classroom music to grades K-4 as well as band and choir to students in grades 5-8. Additionally, Lake entered into an agreement with one of the aforementioned districts to jointly hire a physical education teacher.

An agreement with the Glenn County Office of Education allows the district to manage the after school program, SPARK. Following the guidelines outlined in the After School Education and Safety (ASES) Program, SPARK serves 60 students between the hours of 3:00 - 6:00 p.m. by providing homework assistance, physical fitness activities, and enrichment through various club activities like coding, foreign language, crafts.

Parents serve as volunteer classroom aides in most grades and assist as chaperons for field trips. Using smartphone technology, online newsletters, and memos sent home, staff reach out to families to encourage participation in the education of their children. The Parent Teacher Organization (PTO) works on fundraising projects throughout the year. For the past several years, PTO has sponsored field trips to lessen the fiscal burden on the district. A major on-going project for the PTO is the expansion and improvement of the playground. Most recently, PTO sponsored a local "Girls on the Run" and "Heart & Sole" program for girls in grades 3-6.

Lake Elementary has been approved by the Office of Public School Construction for modernization and new construction funding in order to make significant upgrades to classrooms and facilities. An architectural firm was hired in the fall of 2011 to begin the planning process for modernization of the main building and new construction will replace aging classroom portables with modular buildings and a multi-purpose building containing a kitchen, cafeteria, and small gymnasium. The community is eagerly awaiting the direction from the state regarding the school facilities bond that was approved in November 2016.

The educational program at LAKE - Leading the Advancement of Knoweldge Everyday - provides a learning environment that maximizes the learning opportunities for all students.

## LCAP HIGHLIGHTS

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

The overarching goal of the Local Control Accountability Plan (LCAP) is constant improvement of the educational outcomes for all students.The LCAP represents our district's allocation of resources towards specific actions designed to meet Board-established goals. The goal-setting process is based on the school district's vision, mission, and values. During Spring 2017, the Board of Trustees identified the following goals:

1. Develop, plan, and implement a Comprehensive Health Education Program
2. Investigate and plan implementation for a high quality Science Program
3. Implement a school-wide Social and Emotional Learning Program

Our Board of Trustees' goals help determine the relative attention and resources that will be directed toward each of the State's eight priority areas. The current three year LCAP continues to be organized under three goal areas:

1. Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.
2. Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.
3. Engagement: Provide a safe, supportive, and nurturing environment for students and their families.

Refinements and revision to the prior LCAP plan include:

1. Conditions of Learning
a. Professional development focus on NGSS
b. Identify NGSS Lead Teacher

2. Pupil Outcomes
a. Increased focus of implementation of culturally diverse and competent 21st century learning environments for all English Learners
b. Develop and begin implementation of comprehensive health program

3. Engagement
a. Provide mental health clinician counseling opportunities
b. Proactively support families through SARB process
c. Implement social emotional program, Toolbox

## 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**

In English Language Arts, all subgroups maintained or increased assessment "scores" from 2015-16.

Based on student and parent feedback via interviews and surveys, culture remains positive.

Technology upgrades over the past four years have established a 1:1 ratio of devices in grades 4-8 and a 2:1 ration in K-3.

Identified as a need late in 2016, community services activities have increased. Most notably, primary students have participated in activities at West Haven, a local senior living facility. In addition, every K-8 classroom adopted a family in need during the holiday season.

Feedback from the English learner community continues to increase our communication with this subgroup. Of particular note, as of January 2017, we now provide our weekly all call messages in Spanish.

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**

Lake Elementary is not a candidate for State or County Tier 2 or 3 intervention (the new form of program improvement in the new accountability system). The Lake Elementary School District Dashboard indicates that there are no metrics where the district has an overall red or orange result. As none of the subgroups have a red performance level in two or more state priority areas, the District is not a candidate for strategic assistance or intensive intervention. The District meets all local performance metrics.

Our greatest need continues to be aging facilities. "In a set of 20 studies analyzed by 21st Century School Fund, all but one study showed a positive correlation between the achievement of students and the condition of the school facility once student demographic factors were controlled for…. The overwhelming results of these studies show how counterproductive it would be to push for increased student achievement without providing school facilities that integrally support such achievement." (G. Cheng, S. English, & M. Filardo, Facilities: Fairness & Effects at pp. 3-5; submission on behalf of 9 organizations to the US Dept. of Educational Excellence & Equity Commission, 2011)

The passing of the School Facilities Bond in November 2016 has given our district hope. Having filed for financial hardship grants for both new and modernization construction projects in 2010, the District was anticipating construction in 2012-13, yet due to lack of state funds, was unable to move forward with projects. The District is currently working closely with a project consultant and the architect firm in hopes funds will be dispersed in the fall of 2017 and construction may begin in 2018.

# Equity Report

## Lake Elementary - Glenn County

**Enrollment:** 174     **Socioeconomically Disadvantaged:** 40%     **English Learners:** 18%     **Foster Youth:** N/A     **Grade Span:** K-8     **Reporting Year:**

**Charter School:** No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade indicator. Select any of the underlined indicators for more detailed information.

| State Indicators | All Students Performance | Total Student Groups | Student Groups i |
|---|---|---|---|
| Chronic Absenteeism | N/A | N/A | N/A |
| Suspension Rate (K-12) | 🟢 | 3 | 1 |
| English Learner Progress (K-12) | | N/A | N/A |
| English Language Arts (3-8) | 🟡 | 3 | 0 |
| Mathematics (3-8) | 🟡 | 3 | 2 |

Performance Levels:  🔵 Blue (Highest)   🟢 Green   🟡 Yellow   🟠 Orange   🔴 Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included whe students in any year used to calculate status and change. An N/A means that data is not currently available.

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

As outlined on the Student Group Report below, an identified need is to close the gap in Mathematical achievement for our Hispanic students; there is also a need to reduce suspension rates among the Hispanic population.

Action Steps outlined within the LCAP to increase achievement in mathematics is to perform a regular analysis of local assessments (iReady math, curriculum assessments) and to use those assessment results to inform instruction. Implementing in 2017-18, we will have access to Standards Mastery Reporting in iReady. This feature will provide information to show teachers where students have the greatest gaps toward mastering a given standard. At the class level, this report will show students in a class or instructional group and their performance on the individual questions of a given assessment. In addition to a summary of their performance, this report will also help teachers identify common errors and misconceptions to guide future teaching. The student-level version of this report also allows a teacher to view an individual student's responses on the assessment, the correct response for each item, and guidance on interpreting the student's responses to inform future instruction.

In regards to reducing suspension rates among the Hispanic population, we will be implementing a social emotional learning program, Toolbox, as outlined in LCAP Action Steps. Intended to help students set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions, our goal is that Toolbox implementation has a positive effect on all students, including Hispanics. In addition, we plan on providing mental health access to all students. Prior to this year, a mental health clinician was only available to students with IEPs. We anticipate mental health counseling will provide students with the necessary tools to circumvent discipline referrals.

## Lake Elementary - Glenn County

**Enrollment:** 174    **Socioeconomically Disadvantaged:** 40%    **English Learners:** 18%    **Foster Youth:** N/A    **Grade Span:** K-8    Re Yea

**Charter School:** No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for mo

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | American Indian | Asian | African American | Filip |
|---|---|---|---|---|---|---|---|---|---|---|
| Chronic Absenteeism | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Suspension Rate (K-12) | (Green) | * | N/A | N/A | (Yellow) | * | * | * | * | * |
| English Learner Progress (K-12) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Language Arts (3-8) | (Yellow) | * | N/A | N/A | (Yellow) | * | * | * | * | * |
| Mathematics (3-8) | (Yellow) | * | N/A | N/A | (Orange) | * | * | * | * | * |

**Performance Levels:** ⬤ Blue (Highest)    ⬤ Green    ⬤ Yellow    ⬤ Orange    ⬤ Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not incl students in any year used to calculate status and change. An N/A means that data is not currently available.

## 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.

As addressed in the previous section, the District anticipates improving services for low-income, English learners, and foster youth (if applicable) by implementing iReady's Standards Mastery assessment program.

We are increasing services to low-income, English learners, and foster youth (if applicable) by implementing the Social Emotional program, Toolbox. In addition, for the first time at Lake Elementary, all students will have access to a mental health clinician.

## 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 | $1,620,113 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $133,420.00 |

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

The District does not include most of the cost of certificated and classified salaries and benefits in the LCAP which amounts to 85% ($1,223,574) of the total budget. In addition, expenditures related to restricted resources are not included in the LCAP as many of the expenditures are expended based on federal regulations.

| $1,432,950 | 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 | Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in 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

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 1.0 Pilot California standards-aligned curriculum in ELA K-8 | 1.0 MET Adopted California standards-aligned curriculum in ELA K-4, continue pilot for grades 5-8 |
| 2.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2017 | 2.0 NOT MET Continued investigation of Next Generation Science Standards frameworks and curriculum for recommended adoption by April 2018 |
| 3.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware | 3.0 MET Continued upgrade of technology infrastructure to support classroom technology including a cyclical plan updating aging hardware |
| 4.0 Induction participation for new teachers | 4.0 MET Financially supported induction participation for new teachers |
| 5.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development | 5.0 MET Maintained highly qualified certificated and classified staff through attendance at relevant professional development |
| 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT | 6.0 MET Maintained heating and cooling systems in good or exemplary condition as measured by FIT |
| 7.0 Upgrade building integrity from good to exemplary as measured by FIT | 7.0 MET Upgraded building integrity from good to exemplary as measured by FIT |

## 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 | ACTUAL |
|---|---|
| 1.1 Pilot California standards-aligned curriculum across all grade levels | 1.1 Adopted California standards-aligned ELA curriculum in grades K-4, continuing pilot of ELA curriculum in grades 5-8 |
| 1.2 Utilize minimum days for grade bands K--2 (primary), 3--5 (middle school), and 6--8 (junior high) to collaborate with other Glenn, Butte, Tehama county teachers on implementation of English language arts curriculum | 1.2 Collaboration days did not take place; teachers from various districts visited our school site to observe implementation of ELA curriculum in grades K-4 |
| 1.3 Recommend ELA curriculum to Board in Spring 2017 | 1.3 Recommended ELA curriculum to Board in July 2016 for grades K-4 |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 1.1 Benchmark Curriculum (K-4); Open Source Curriculum (5-8) 4000-4999: Books And Supplies Supplemental  8000 | 1.1 Benchmark Curriculum (K-4); Open Source Curriculum (5-8) 4000-4999: Books And Supplies  7,256 |
| 1.1a Printing 4000-4999: Books And Supplies Base 1500 | 1.1a Printing 4000-4999: Books And Supplies  CHERI - ROP |
| 1.2 Collaboration Days 5800: Professional/Consulting Services And Operating Expenditures  600 | 1.2 Collaboration Days 5800: Professional/Consulting Services And Operating Expenditures Base 0 |
| 1.3 Board Recommendation   no cost | 1.3 Board Recommendation   no cost |

## Action 2

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| 2.1 Attend local professional development: GCOE Common to the Core science workshop | 2.1 Attended local professional development: GCOE Common to the Core science workshops |
| 2.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum | 2.2 Utilized minimum days to identify and review Next Generation Science Standards (NGSS) curriculum |
| 2.3 By April 2016, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017) | 2.3 By April 2017, review list of SBE-adopted K-8 science instructional materials as compared to Discovery Science Techbook materials; make recommendation to Board |
| 2.4 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schools | 2.4 Did not identify NGSS Focus Group |

| | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| Expenditures | 2.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental  500 | 2.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Base 525 |
| | 2.2 Collaboration Days (Minimum Days)   see 1.2 | 2.2 Collaboration Days (Minimum Days)   0 |
| | 2.3 Board recommendation   no cost | 2.3 Board recommendation   no cost |
| | 2.4 NGSS Focus Group Lead 1000-1999: Certificated Personnel Salaries Base 1500 | 2.4 NGSS Focus Group Lead - did not assign   0 |

## Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 3.1 Develop and maintain technology inventory database | 3.1 Maintaining technology inventory database |
| | 3.2 Maintain working relationship with GCOE IT Department to update aging hardware | 3.2 Maintaining working relationship with GCOE IT Department to update aging hardware |

| | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| Expenditures | 3.1 Technology Database   no cost | 3.1 Technology Database   no cost |
| | 3.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 | 3.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 5,989 |
| | 3.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000 | 3.2a GCOE IT Contract (tech support and network services) 5000-5999: Services And Other Operating Expenditures Base 8,000 |

## Action 4

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 4.1 Fund Induction Candidates | 4.1 Fund Induction Candidates |

| | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| Expenditures | 4.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental  3,200 | 4.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental  3,200 |

## Action 5

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 5.1 Certificated Staff to attend Google Summit for professional development in integrating technology into instruction | 5.1 Certificated Staff to attended Google Summit for professional development in integrating technology into instruction |
| | 5.2 Certificated and Classified Staff attend Fall GCOE Common to the Core Professional Development | 5.2 Certificated and Classified Staff attended Fall GCOE Common to the Core Professional Development |
| | 5.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training | 5.3 Certificated Staff grade 8 attended CPM (College Preparatory Mathematics) training |

| | | |
|---|---|---|
| | 5.4 Certificated Staff grades K-5 attend Everyday Mathematics training<br><br>5.5 Certificated Math Time Grant Participants provide monthly professional development on best practices/resources surrounding math framework | 5.4 Certificated Staff grades K-5 did not attend Everyday Mathematics training, was not available in our region<br><br>5.5 Certificated Math Time Grant Participants providee monthly professional development on best practices/resources surrounding math framework |
| Expenditures | **BUDGETED**<br>5.1 Google Summit Registration 5000-5999: Services And Other Operating Expenditures Supplemental  5,250<br>5.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Supplemental  500<br>5.3 CPM Training (mileage) 5800: Professional/Consulting Services And Operating Expenditures Base 500<br>5.4 Everyday Math Training  5000-5999: Services And Other Operating Expenditures Base 1000<br>5.5 Collaboration Days (minimum days)   see 1.2 | **ESTIMATED ACTUAL**<br>5.1 Google Summit Registration 5000-5999: Services And Other Operating Expenditures Supplemental  2,849<br>5.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Supplemental  See 2.1<br>5.3 CPM Training (mileage) 5800: Professional/Consulting Services And Operating Expenditures Base 250<br>5.4 Everyday Math Training - did not attend   no cost<br><br>5.5 Collaboration Days (minimum days) - did not occur   no cost |

**Action 6**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>6.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually | **ACTUAL**<br>6.1 HVAC filters near playground (rooms 4 and 5-6) were cleaned |
| Expenditures | **BUDGETED**<br>6.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base 330 | **ESTIMATED ACTUAL**<br>6.1 Service Fees 5000-5999: Services And Other Operating Expenditures Base 670 |

**Action 7**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>7.1 Per FIT Report, monitor leaking ceiling in cafeteria<br><br>7.2 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2016<br><br>7.3 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2016<br><br>7.4 Repair eroding foundation of county-owned building, classroom #7, Summer 2016 | **ACTUAL**<br>7.1 Continued monitoring cafeteria ceiling leaks through significant rain storms<br><br>7.2 Repaired rotting floor along east wall inside classroom #8 June 2016<br><br>7.3 Repaired rotting floor along northeast corner inside classroom #10 June 2016<br><br>7.4 Repairs to eroding foundation of county-owned building, classroom #7, were minimal |

| | |
|---|---|
| **Expenditures** | BUDGETED<br>7.1 Monitor leaking ceiling    no cost |
| | 7.2 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures  1,500 |
| | 7.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures  1,000 |
| | 7.4 Outside Contractor    county-owned building, no cost to district |

ESTIMATED ACTUAL
7.1 Continued monitoring leaking ceiling   no cost

7.2 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures  2,900

7.3 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures  Included in 7.2

7.4 Repairs made to county-owned building   no cost to site

## 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 generally implemented as planned with a few exceptions. We anticipated piloting a standards-aligned ELA curriculum in grades K-4, yet a deeper review of available curriculum led us to a special board meeting in July to approve the purchase of Benchmark Advance. This recommendation was made to the board as we have identified the need to better prepare our students with writing, provide targeted differentiation to meet the needs of more students,  and to implement a curriculum with strong ELD supports. Our K-4 team felt Benchmark Advance addressed each of these areas better than other curriculum that was reviewed during the spring of 2016. Grades 5-8 continue to implement the novel-based ELA curriculum, Engage ELA. We intended to use minimum days to collaborate with area schools on the implementation of ELA curriculum, but found being an early adopter of Benchmark Advance, area schools were not ready for the conversation.<br><br>It was also our intent to identify a NGSS Lead Teacher. We found with our implementation of a new ELA curriculum as well as a new hire in eighth grade, we weren't quite ready to focus on NGSS, yet will be making that a priority in 2017-18.<br><br>Technology updates continue to occur with a class set of chromebooks purchased for fifth grade with the cyclical plan to purchase chromebooks for lower grades in the coming years. In order to continue our goal to stay current with technology, all K-8 staff in addition to the principal, attended a local Google for Education Summit. As a G Suite for Education school, the Google Summit assisted us in identifying specific G Suite tools that feature cutting edge best practices in educational technology. We connected with local Google Certified Teachers, Google Education Trainers, and Google Innovators. These connections allow us to stay abreast of relevant classroom technology.<br><br>The funding of induction candidates remains a priority as leadership values the importance of supporting new teachers. Three teachers participated in induction this year.<br><br>Certificated and classified staff participated in various professional development throughout the school year. All staff attended the local, county-sponsored Common 2 the Core event. This professional development provides relevant content to all staff, classified and certificated. Academically, it provides the |

opportunity for teaching and support staff to attend together and gain a deeper understanding of content areas as well as behavior management strategies. Non-instructional classified staff are provided opportunities to gain skill in their respective positions as well, ie., bus training, safety training, fiscal management training, student data training.

The new eighth grade teacher participated in CPM (College Preparatory Mathematics) training. It was intended for K-5 teachers to attend Everyday Mathematics training, that did not occur. Several staff, first and second grade teachers as well as our Education Specialist teacher, participated in Year 2 of a Math Time Grant. This grant provided teachers the opportunity to participate in Lesson Studies.

Our aging facilities continue to require various maintenance upgrades. HVAC filters in classrooms near the playground are monitored and cleaned as needed. Three classrooms with rotting floors were repaired. The rainy season has required us to monitor leaking ceilings in both the kindergarten classroom and the cafeteria building.

Implementing standards-based ELA curriculum, keeping current with technology and best practices, supporting new teachers as well as all staff in relevant professional development, and updating aging facilities has allowed us to achieve our Conditions of Learning goal.

| | |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Weekly walk-throughs by administration verified that professional development attended by staff was implemented in classrooms; these areas include feedback on classroom instruction, implementation of newly adopted ELA in grades K-4, effective implementation of technology, and continued analysis of facilities. Teacher feedback regarding recent implementation of ELA curriculum identify student growth as a result of differentiated instruction. Increased student use of technology, specifically Google Classroom, is evident across grades 3-8.<br><br>Through the daily monitoring of facilities utilizing an online submission form, facility maintenance is timely and relevant. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Material differences between Budgeted Expenditures and Estimated Actual Expenditures were primarily due to certificated and classified salaries that do not apply to LCAP goals. In addition, it was recognized early in the year that our curriculum focus remained with ELA and thus we did not identify a NGSS lead. |

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

The one change made to this goal was the identification of a Next Generation Science Standards (NGSS) curriculum followed by a recommendation to the Board for a NGSS curriculum in the spring of 2017. It was also our intent to identify NGSS Focus Groups. We found with our implementation of a new ELA curriculum as well as a new hire in eighth grade, we weren't quite ready to focus on NGSS, yet will be making that a priority in 2017-18 as outlined in Goal 1 - Actions/Services 2.0.5 NGSS Focus Group (one lead teacher from each grade level band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schools.

# 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 | Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students. |
|---|---|

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 1.0 Maintain yearly rate of English learner reclassification of 25% or higher<br>2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets<br>3.0 Analyze 2015-16 CAASPP results against 2014-15 results to determine growth targets in both mathematics and ELA claims<br>4.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2014-15 proficiency levels: Grade 5: 8% Far Below Basic; 8% Below Basic; 0% Basic; 50% Proficient; 33% Advanced. Grade 8)<br>5.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%<br>6.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5%<br>7.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)<br>8.0 Continue to provide classroom music to all students K-5, band and/or choir to grades 6-8<br>9.0 Continue to provide art in grades K-8<br>10.0 Provide educational opportunities through class field trips to help sustain and/or increase classroom engagement | 1.0 NOT MET English learner reclassification rate was 19%<br><br>2.0 BASELINE Will determine new baseline data with implementation of ELPAC (English Language Proficiency Assessments for California)<br><br>3.0 BASELINE ELA student performance was "yellow" with a status of Medium (0.6 points above level 3) and Change of Maintained (+4.8 points); Math student performance was "yellow" with a status of medium (18.8 points below level 3) and Change of Maintained (+2.3 points)<br><br>4.0 NOT MET Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2014-15 proficiency levels: Grade 5: 8% Far Below Basic; 8% Below Basic; 0% Basic; 50% Proficient; 33% Advanced. Grade 8); 2015-16 proficiency levels: Grade 5: 0% Far Below Basic; 11% Below Basic; 17% Basic, 56% Proficient, 17% Advanced; Grade 8: 5% Far Below Basic; 0% Below Basic; 68% Basic; 26% Proficient; 0% Advanced.<br><br>5.0 NOT MET Utilized 2015-16 iReady Intervention Screener Report to compare to most recent 2016-17 data and identified the following: Tier I decreased 18% from 71 students in Tier I in 2015-16 to 58 students in Tier I in 2016-17; Tier II increased 14% from 57 students in 2015-16 to 65 students in 2016-17; Tier III increased 8% from 45 students in 2015-16 to 49 students in 2016-17. We did not meet our goals to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%<br><br>6.0 NOT MET Utilized 2015-16 iReady Intervention Screener Report to compare to most recent 2016-17 data and identified the following: Tier I decreased 12% from 67 |

students in Tier I in 2015-16 to 59 students in Tier I in 2016-17; Tier II increased 25% from 68 students in 2015-16 to 85 students in 2016-17; Tier III decreased 22% from 37 students in 2015-16 to 29 students in 2016-17. We did not meet our goals to increase Tier I by 5%, decrease Tier II by 5%, but did meet the Tier III goal to decrease by 10%

7.0 NOT MET We did not meet our goal of: All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT).  In Grade 5, 15 of 19 students (79%) met 4 or more of the 6 fitness standards; Grade 7, 12 of 17 students (71%) met 4 or more of the 6 fitness standards.

8.0 MET Provided classroom music to all students K-5, band and/or choir to grades 5-8 (included 5th grade)

9.0 MET Provided art in grades K-8

10.0 MET Provided educational opportunities through class field trips to sustain and/or increase classroom engagement

## 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**
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator)

1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels

1.3 Purposeful classroom assignment of bilingual aide

**ACTUAL**
1.1 Reclassification goals were not shared with teaching staff. Although a small school, CELDT coordinator and principal have identified this is an area of need. Time during staff in-service at the beginning of 2017-18 will be used to discuss goals with staff.

1.2 Implementation of the California English Language Development Standards across all grade levels were discussed, yet review and implementation did not occur.

1.3 Purposeful classroom assignment of bilingual aide continues to be an asset for students

| | | |
|---|---|---|
| **Expenditures** | **BUDGETED**<br>1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental  1,000<br><br>1.2 Collaboration Days (minimum days) 5800: Professional/Consulting Services And Operating Expenditures Supplemental  675<br><br>1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental  20,000 | **ESTIMATED ACTUAL**<br>1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental  1,000<br><br>1.2 Collaboration Days (minimum days) - not utilized as intended   no cost<br><br>1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental  13,370 |

### Action 2

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator)<br><br>2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels<br><br>2.3 Purposeful classroom assignment of bilingual aide<br><br>2.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations | **ACTUAL**<br>2.1 Reclassification goals were not shared with teaching staff. Although a small school, CELDT coordinator and principal have identified this is an area of need. Time during staff in-service at the beginning of 2017-18 will be used to discuss goals with staff.<br><br>2.2 Implementation of the California English Language Development Standards across all grade levels were discussed, yet review and implementation did not occur.<br><br>2.3 Purposeful classroom assignment of bilingual aide continues to be an asset for students<br><br>2.4 Celebrated reclassification at a dinner banquet in addition to monthly assemblies; includes certificates and parent input |
| **Expenditures** | **BUDGETED**<br>2.1 See 1.1<br>2.2 See 1.2<br>2.3 See 1.3<br>3.4 Certificates 4000-4999: Books And Supplies Supplemental  200 | **ESTIMATED ACTUAL**<br>2.1 See 1.1<br>2.2 See 1.2<br>2.3 See 1.3<br>3.4 Banquet Dinner  Supplemental  437 |

### Action 3

| | | |
|---|---|---|
| **Actions/Services** | **PLANNED**<br>3.1 By Trimester 1, 2016, analyze 2014-15  and 2015-16 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning | **ACTUAL**<br>3.1 Teaching staff met in September 2016 to review CAASPP results and discussed strength and areas of growth in mathematical claims |

| | | |
|---|---|---|
| | 3.2 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry<br><br>3.3 Implement Vocabulary Instruction based on the research of Marzano, Kinsella, et al | 3.2 Teaching staff met in September 2016 to review CAASPP results and discussed strength and areas of growth in ELA claims<br><br>3.3 Vocabulary implementation in grades K-4 is aligned with newly purchased ELA curriculum: Benchmark Advance. Vocabulary instruction in grades 5-8 include subscription to Membean, an online vocabulary learning tool that provides guided, engaging, multimodal vocabulary instruction. |
| Expenditures | **BUDGETED**<br>3.1 No cost<br>3.2 No cost<br>3.3 Building Academic Vocabulary book purchase 4000-4999: Books And Supplies Supplemental  425 | **ESTIMATED ACTUAL**<br>3.1 Reviewed CAASPP results   no cost<br>3.2 Reviewed CAASPP results   no cost<br>3.3 Benchmark Advance cost; Membean subscription  4000-4999: Books And Supplies Base 7,946 |

**Action  4**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>4.1 Analyze CST Science results to determine focus areas and/or gaps<br><br>4.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding of each student's literacy development in science<br><br>4.3 Investigate and explore NGSS (Next Generation Science Standards)<br><br>4.4 Maintain application of Zingy Science program for Grades 4-8 | **ACTUAL**<br>4.1 Teaching staff met in September 2016 to review CST Science results<br><br>4.2 Time was not allocated to a deeper understanding of the literacy standards in Science<br><br>4.3 Preliminary investigation occurred through Trimesters 1 and 2. Focused exploration began in Trimester 3 (March 2017)<br><br>4.4 Purchased Zingy Science for Grades 4-8 |
| Expenditures | **BUDGETED**<br>4.1 No cost<br>4.2 No cost<br>4.3 No cost<br>4.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300 | **ESTIMATED ACTUAL**<br>4.1 Reviewed CST Science results   no cost<br>4.2 Time   no cost<br>4.3 Investigate and Explore NGSS   no cost<br>4.4 Purchased Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300 |

**Action  5**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 5.1 Effectively implement iReady across all grades<br><br>5.2 Utilize minimum days for iReady data review to identify areas of need | 5.1 Implementing iReady across all grades with exception of iReady Reading in Grades K-3 as new ELA curriculum (Benchmark Advance) provides online assessments<br><br>5.2 Minimum days were utilized to review iReady data |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | 5.1 iReady program 4000-4999: Books And Supplies Supplemental  6,900<br>5.2 No cost | 5.1 iReady program 4000-4999: Books And Supplies Supplemental  6,900<br>5.2 Minimum day collaboration    No cost |

Action **6**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 6.1 Effectively implement iReady across all grades<br><br>6.2 Utilize minimum days for iReady data review to identify areas of need<br><br>6.3 Maintain funding for full-time education specialist services | 6.1 Continued implementation of iReady Math across all grades<br><br>6.2 Minimum days were utilized to review iReady data<br><br>6.3 Funding maintained for full-time education specialist services |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | 6.1 See 5.1<br><br>6.2 See 5.2<br><br>6.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental  15,000 | 6.1 iReady program 4000-4999: Books And Supplies Supplemental  See 5.1<br>6.2 Minimum day collaboration   no cost<br>6.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental  13,783 |

Action **7**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 7.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle<br><br>7.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program<br><br>7.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by | 7.1 Part-time PE teaching position maintained<br><br>7.2 Implementation of health awareness specific to Grades 3-5; sexual education program for grades 7-8<br><br>7.3 Continued support of Panther on the Prowl; align results with PFT assessment results |

| | | |
|---|---|---|
| | Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl | |
| Expenditures | **BUDGETED**<br>7.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental  22,016<br><br>7.2 See 7.1<br><br>7.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental  500 | **ESTIMATED ACTUAL**<br>7.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental  29,401<br><br>7.2 Grade 3-5 curriculum 4000-4999: Books And Supplies Base 210<br><br>7.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Base 200 |

## Action 8

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>8.1 Continue music consortia agreement to maintain music teacher position, serving classroom music K-5; band and choir in grades 6-8 | **ACTUAL**<br>8.1 Music teacher position maintained, serves K-6 classroom music, grades 5-8 band, and grades 6-8 choir |
| Expenditures | **BUDGETED**<br>8.1 Music teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental  $17,000 | **ESTIMATED ACTUAL**<br>8.1 Music teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Base 19,847 |

## Action 9

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>9.1 Continue art consortia agreement to provide art in grades K-8 | **ACTUAL**<br>9.1 Continued art consortia agreement |
| Expenditures | **BUDGETED**<br>9.1 Art docent contract (part-time) 5800: Professional/Consulting Services And Operating Expenditures Supplemental  10,000 | **ESTIMATED ACTUAL**<br>9.1 Art docent contract (part-time) 5800: Professional/Consulting Services And Operating Expenditures Base 10,500 |

## Action 10

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>10.1 Continue to provide Shasta Lake camping trip to 5th grade in alignment with ELA and social studies standards<br><br>10.2 Continue to provide Mt. Lassen day trip for 6th grade in support of science standards<br><br>10.3 Continue to provide San Francisco science museum day trip for 7th grade in alignment with science standards | **ACTUAL**<br>10.1 Annual Shasta Lake camping trip scheduled for 5th grade<br><br>10.2 Annual Mt. Lassen day trip scheduled for 6th grade<br><br>10.3 Annual San Francisco day trip to science museum scheduled for 7th grade<br><br>10.4 Annual State Capitol day trip scheduled for 8th grade |

| 10.4. Continue to provide State Capitol day trip to Sacramento in alignment with social studies standards | |
|---|---|
| **BUDGETED**<br>10.1-10.4 Field trip expenses 5000-5999: Services And Other Operating Expenditures Supplemental  5,000 | **ESTIMATED ACTUAL**<br>10.1-10.4 Field Trip Expenses 5000-5999: Services And Other Operating Expenditures Supplemental  5,400 |

**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. | Overall, actions and services were implemented in order to increase student academic achievement by establishing and maintaining support mechanisms for all students. |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Goal 2 actions varied as having been MET or NOT MET. In regards to implementing actions directly related to students, annual field trips have been established for grades 5, 6, 7, and 8. We are in the second year of implementing these grade level field trips that align with NGSS. An unintended positive result of the annual field trips is parent understanding of the expectations at each grade level for each field trip. By partnering with area schools, we are in our second year of providing music, art, and physical education to students.<br><br>Goal 2 actions NOT MET was impacted by our focus on new ELA curriculum in K-4. Time did not allow us to delve deeper into the ELD standards. In addition, because of our small student population where we know all the students, it has been past practice for the CELDT Coordinator to take on much of the EL reclassification requirements. We have learned that this structure is not feasible to her time or the process and impacted effectively implementing this action.<br><br>We will continue to monitor our iReady data as well as the impact the implementation of the online Benchmark Universe has on our reading data as we replaced the iReady ELA assessments with the Benchmark Universe assessments.<br><br>And although we did not meet our physical fitness goal, we implemented several programs this year that we feel will have a positive impact on student health in the coming years. Our cafeteria program implemented "Try it Tuesdays" in which fruits and vegetables were introduced to students. Additionally, in January 2017, fruit and vegetable snacks are provided to all students in grades K-3. Running Club was introduced as an after school club in the fall and has also been offered as an elective for grades 4-8. In conjunction with physical fitness, PTO has sponsored the Girls on the Run and Heart & Sole programs during the spring of 2017. |

Student achievement measures demonstrated "Maintained" as displayed on the Dashboard in both ELA and Mathematics with an increase of 4.8 in ELA and 2.3 in Mathematics, with Status identified as "Medium" for both content areas.

| | |
|---|---|
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The district had hoped to pilot an English Language Arts curriculum for no-cost or low-cost. Instead, the Board approved adoption of Benchmark for ELA in grades K-4. This adoption added an unplanned expenditure of nearly $8,000 to the 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. | As the year progressed, it was determined that a past practice regarding EL reclassification is not effective for both the CELDT Coordinator and students. New protocol regarding EL reclassification will be shared with teaching staff at the beginning of 2017-18 at outlined in Goal 1, Action/Services 4.0.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels (as relevant to initial assessments only). |

# 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 | Engagement: Provide a safe, supportive, and nurturing environment for students and their families. |
|--------|----------------------------------------------------------------------------------------------------|

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|----------|--------|
| 1.0 Maintain school average daily attendance at 96%<br>2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2015-16, 7th grade, 93% feel connected at school)<br>3.0 Increase high level of school safety as indicated on California Health Kids Survey (2015-16, 7th grade, 69% feel safe at school)<br>4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 126 tardies; 2015-16 151 tardies<br>5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 260 tardies; 2015-16 293 tardies<br>6.0 Maintain middle school drop-out rates below 0.5%<br>7.0 Maintain chronic absenteeism rate below 0.5%<br>8.0 Maintain suspension rate below 3%<br>9.0 Maintain expulsion rate at 0%<br>10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14%; 2015-16 attendance was 74% families<br>11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15<br>12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses)<br>13.0 Continued implementation of Social/Emotional program "Teaching Social Skills to Youth", Dowd and Tierney | 1.0 MET Slight increase in average daily attendance from 96% to 97.04%<br><br>2.0 MET Although California Healthy Kids Survey is delivered every other year, high level of school connectedness was observed with high attendance at school events: Back to School Night, Math and Science Night, and high attendance rate.<br><br>3.0 MET Although California Healthy Kids Survey is delivered every other year, data from the Family and Community Engagement survey given in February 2017 indicates that 63% strongly agree and 32.6% agree (95.6%) with the statement, "When I walk into the school, I feel the school is inviting and that this is a place where parents 'belong'."<br><br>4.0 NOT MET Tardies (less than 30 minutes late) increased 38% from 151 in 2015-16 to 209 in 2016-17<br><br>5.0 MET Tardies (more than 30  minutes late) decreased 318% from 293 tardies in 2015-16 to 92 in 2016-17<br><br>6.0 MET Maintained middle school drop-out rate below 0.5%<br><br>7.0 MET Maintained chronic absenteeism rate below 0.5%<br><br>8.0 MET Maintained suspension rate below 3% with actual rate of 0.5%<br><br>9.0 MET Maintained expulsion rate at 0% |

10.0 NOT MET ELD meeting attendance decreased by 7% in 2016-17

11.0 NOT MET Parent surveys (distributed at beginning of school year) was down by 47 from 81 surveys completed in 2015-16 to 34 surveys completed in 2016-17

12.0 BASELINE Discontinued LCAP survey and replaced with Family and Community Engagement survey more closely aligned to Dashboard local indicators. February 2017 engagement survey received 46 responses: 42 parents, 1 teacher, 1 community member, 1 other.

13.0 MET Continued implementation of Social/Emotional program "Teaching Social Skills to Youth"; investigating implementation of Social and Emotional program, Toolbox

## 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<br>1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences. | ACTUAL<br>1.1 Letters mailed each trimester to parents of students with three or more absences |
|---|---|---|
| Expenditures | BUDGETED<br>1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000 | ESTIMATED ACTUAL<br>1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 2,100 |

### Action 2

| Actions/Services | PLANNED<br>2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake<br><br>2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc.<br><br>2.3 Continue Panther Pride nomination and recognition at monthly assemblies | ACTUAL<br>2.1 Reiterated with staff four (4) H expectation<br><br>2.2 Reiterated with staff expectation of calling students by name<br><br>2.3 Panther Pride nominations and recognition held monthly |
|---|---|---|

| | 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.) | 2.4 Multiple opportunities for student input included naming school mascot, spirit day themes, spirit rally games, and more |
|---|---|---|
| Expenditures | BUDGETED<br>2.1 No cost<br>2.2 No cost<br>2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500<br>2.4 No cost | ESTIMATED ACTUAL<br>2.1 Four (4) H implementation   no cost<br>2.2 Recognizing and calling students by name   no cost<br>2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500<br>2.4 Student input   no cost |

### Action 3

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 3.1 Support all staff in monitoring words and actions of all students on and off the playground<br><br>3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13 | 3.1 Not implemented by administration<br><br>3.2 Behavior matrix has not been revisited consistently, suggested to print and laminate matrix to be displayed school-wide for 2017-18. |
| Expenditures | BUDGETED<br>3.1 No cost<br>3.2 No cost | ESTIMATED ACTUAL<br>3.1 Safe environment   no cost<br>3.2 Print and laminate behavior matrix for display school-wide 0001-0999: Unrestricted: Locally Defined   100 |

### Action 4

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late) | 5.1 SchoolWise Tardy Letters were mailed after Trimester 1. A letter to all parents regarding LCAP goals and impact of tardies and absences was mailed home after Trimester 2. |
| Expenditures | BUDGETED<br>4.1 Postage 5900: Communications Base 200 | ESTIMATED ACTUAL<br>4.1 Postage 5900: Communications Base 200 |

### Action 5

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late) | 5.1 SchoolWise Tardy Letters were mailed after Trimester 1. A letter to all parents regarding LCAP goals and impact of tardies and absences was sent home (with students) after Trimester 2. |

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|---|---|
| Expenditures | **BUDGETED**<br>5.1 Postage 5900: Communications Base 200 | **ESTIMATED ACTUAL**<br>5.1 Postage 5900: Communications Base 5 |

**Action 6**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 6.1 Maintain communication with families regarding behavior, attendance, academics<br><br>6.2 Identify resources outside the school for families to contact | 6.1 Maintained communication with families regarding behavior, attendance, academics through the Remind app, phone calls, and mailings.<br><br>6.2 Identifying resources outside the school for families to contact continues to be a challenge as some of the resources require Medi-Cal, which not all families have; continued identifying resources available, although limited |
| Expenditures | **BUDGETED**<br>6.1 No cost<br>6.2 No cost | **ESTIMATED ACTUAL**<br>6.1 No cost<br>6.2 No cost |

**Action 7**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 7.1 Maintain communication with families regarding behavior, attendance, academics<br><br>7.2 Identify resources outside the school for families to contact | 7.1 Maintained communication with families regarding behavior, attendance, academics through the Remind app, phone calls, and mailings.<br><br>7.2 Identified resources outside the school for families to contact continues to be a challenge as some of the resources require Medi-Cal, which not all families have |
| Expenditures | **BUDGETED**<br>7.1 No cost<br>7.2 No cost | **ESTIMATED ACTUAL**<br>7.1 No cost<br>7.2 No cost |

**Action 8**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents<br><br>8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year | 8.1 There was not sufficient time at Back-to-School Night for teachers to share the Discipline Policy Matrix with parents. The matrix is mailed home with the enrollment packet, however it is not reviewed formally with families. |

| | | |
|---|---|---|
| | 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix | 8.2 Teachers reviewed Discipline Policy Matrix with students at the beginning of the school year<br><br>8.3 When students were sent to the office for disciplinary action, the principal will communicates progression and consequences on Discipline Policy Matrix |
| Expenditures | **BUDGETED**<br>8.1 No cost<br>8.2 No cost<br>8.3 No cost | **ESTIMATED ACTUAL**<br>8.1 No cost<br>8.2 No cost<br>8.3 No cost |

## Action 9

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents<br><br>9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year<br><br>9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix | **ACTUAL**<br>9.1 There was not sufficient time at Back-to-School Night for teachers to share the Discipline Policy Matrix with parents. The matrix is mailed home with the enrollment packet, however it is not reviewed formally with families.<br><br>9.2 Teachers reviewed Discipline Policy Matrix with students at the beginning of the school year<br><br>9.3 When students were sent to the office for disciplinary action, the principal records the incident on a Google Form in order to document incidences that do not warrant implementation of Discipline Policy Matrix. When incident is outlined on Matrix, principal communicates progression and consequences on Discipline Policy Matrix with student and parent when applicable. |
| Expenditures | **BUDGETED**<br>9.1 No cost<br>9.2 No cost<br>9.3 No cost | **ESTIMATED ACTUAL**<br>9.1 No cost<br>9.2 No cost<br>9.3 No cost |

## Action 10

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>10.1 Clearly communicate with parents information to be shared at ELD meetings | **ACTUAL**<br>10.1 Communicated with parents information to be shared at ELD meetings through a letter and bilingual aide |

|  | | |
|---|---|---|
| | 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance<br><br>10.3 Provide dinner at ELD meetings<br><br>10.4 Provide certificates/awards to recognize achievement in English | 10.2 English Learner Banquet was listed on school calendar that was mailed home at the beginning of the school year<br><br>10.3 Provided dinner at ELD meetings<br><br>10.4 Provided certificates/awards that recognized achievement in English at both the banquet and a monthly assembly |
| Expenditures | BUDGETED<br>10.1 No cost<br>10.2 No cost<br>10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental  400<br>10.4 Recognition Awards 4000-4999: Books And Supplies Supplemental 400 | ESTIMATED ACTUAL<br>10.1 No cost<br>10.2 No cost<br>10.3 Dinner at ELD Banquet 5000-5999: Services And Other Operating Expenditures Supplemental  See Goal 2, Action 3.4<br>10.4 Purchased Recognition Awards 4000-4999: Books And Supplies Supplemental  25 |

**Action 11**

| Actions/Services | PLANNED<br>11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year<br><br>11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.) | ACTUAL<br>11.1 Included parent survey in back-to-school packet sent home at the beginning of the year<br><br>11.2 Panther merchandise drawing was not held |
|---|---|---|
| Expenditures | BUDGETED<br>11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 200<br>11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250 | ESTIMATED ACTUAL<br>11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 200<br>11.2 Panther merchandise   No cost |

**Action 12**

| Actions/Services | PLANNED<br>12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website | ACTUAL<br>12.1 Students in grades 6-8 completed the LCAP survey online during the weeks of April 3-10; updated parent survey (Family and Community Engagement Survey) was distributed in February via Facebook; staff completed survey in February as well |
|---|---|---|
| Expenditures | BUDGETED<br>12.1 No cost | ESTIMATED ACTUAL<br>12.1 No cost |

Action **13**

Actions/Services

| PLANNED | ACTUAL |
|---|---|
| 13.1 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings<br><br>13.2 identify specific strategies of effectively implementing this resource | 13.1 Minimum days collaboration focus did not include review of "Teaching Social Skills to Youth"; however, based on principal walk-throughs and conversations with staff, many teachers are utilizing the resource as needed both individually and in group situations<br><br>13.2 Identification of specific strategies of effectively implementing this resource were not discussed as a teaching staff, only in one-on-one conversations with principal |

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 13.1 Collaboration Days (minimum days)   no cost<br>13.2 No cost | 13.1 Minimum days not utilized for this topic   no cost<br>13.2 No cost |

## 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. | Overall the actions and services for Goal 2 have been implemented with success. With Chronic Absenteeism less than 0.5% and 96% ADA, we enjoy high attendance rates. However, we continue to struggle with a high number of tardies. Family communication needs to increase to bring more awareness of the impact tardies have on academic achievement. Additionally, we were initially pleased with the number of families who attended our annual English Learner Banquet, yet disappointed when we learned attendance actually decreased 7% from the previous year. |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | With the majority of action/services being met, the District feels it continues to provide a safe, supportive, and nurturing environment for students. With consistent monitoring of data, Lake Staff continues to enhance the practice of LAKE. When reviewing student data, staff agree that students cannot be taught content if emotional needs are not being met. The most recent California Healthy Kids Survey results of 7th graders in 2012-13 indicated that 91% felt a strong schoolconnectedness, the remaining 9% indicated a moderate level of school connectedness, no student reported a low connection to school. Ninety-six percent (96%) perceived the school as very safe or safe. One hundred percent (100%) of students surveyed responded "agree" (22%) or "strongly agree" (78%) to the statement, "I am happy to be at this school." When asked if there is a teacher or another adult in school "who believes that I will be a success", 22% responded "pretty much true", 78% responded "very much true". |

Lastly, while not articulated in LCAP data, the District notes that comments from substitute teachers, visiting relatives, and other outside community members indicate a high level of student connectedness and staff morale.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not a substantial difference between what was budgeted and estimated actuals. The SchoolWise contract did increase as SchoolWise continues to increase their level of service and applications that enhance our ability to run reports, grades, and communication systems.

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.

It was identified this year that classrooms and main buildings do not have visuals of the Behavior Matrix, a behavior expectation guide for students developed by staff. This can be found in Goal 3, Action/Services 5.0.1 Post Behavior Matrix in classrooms and main buildings.

# 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?

It's important to note that, due to the small size of Lake Elementary School District, the School Site Council serves as the parent advisory committee for the district and has become highly involved in the planning and accountability of the LCAP. School Site Council members represent all student subgroups, including English learners as well as Title I students, both of which have parent representatives serving on the Council.

August

Parent survey delivered hard copy in August 2016 resulted in a 30% response rate (34 of 113 families responded).

August 8, 2016: Certificated Staff met to discuss LCAP goals, action steps, and budget associated with goals and/or action steps.

August 9, 2016: Certificated and Classified Staff met to review LCAP goals. Goals were shared electronically and hard copy in reader-friendly terms with the agreement to review action steps throughout the school year.

August 23, 2016: Board met for monthly meeting; Superintendent/Principal reviewed 2016-17 LCAP goals and action steps to achieve goals.

September

September 12, 2016: School Site Council met to align LCAP goals with Single Plan for Student Achievement.

September 20, 2016: Superintendent/Principal shared monthly report of LCAP goals and action steps with board members.

September 27: 2017: Meeting with Title I parents to discuss their child's needs.

October

October 18, 2016: Superintendent/Principal shared monthly report of LCAP goals and action steps with board members.

October 25, 2016: CELDT Coordinator and Superintendent/Principal attended an EL and LCAP goal setting training hosted by the Tehama County Department of Education. Information from this training provided information that was shared with teaching staff on October 26, 2016, on ways they could improve their classroom instruction for the benefit of EL students.

November

November 7, 2016: School Site Council met to discuss LCAP goals specific to absences and tardies. Council suggested developing a trend chart for the last several years of tardies and absences to determine what is typical.

November 14, 2016: Teaching staff reviewed NGSS document in order to become more familiar with the standards, in particular the shift in grades 6-8.

November 28, 2016: LCAP working session hosted at GCOE.

Week of November 28: Mailed home letters regarding tardies and absences as outlined within our LCAP goals.

December

December 6, 2016: Superintendent/Principal shared monthly report of LCAP goals and action steps with board members.

January

January 9, 2017: School Site Council met to review current LCAP goals as well as to identify needed changes or additions for 2017-18 LCAP.

January 17, 2017:  Superintendent/Principal shared monthly report of LCAP goals and action steps with board members, including possible action steps as identified by School Site Council.

January 30, 2017: LCAP working session hosted at GCOE.

January 30, 2017: English Learning meeting was held to celebrate students who had earned English Language Proficiency as well as to garner input from parents regarding school involvement.

February

Annual 8th grade graduate survey distributed yearly in February to assist in the development of strong academic and social skills as students transition from a K-8 elementary school to high school.

Newly created Parent/Community Engagement Survey distributed to community.

Student LCAP Survey delivered to 6-8 grade students.

February 13, 2017: School Site Council reviewed data of implementation of 2016-17 goals to begin development of 2017-18 LCAP goals.

February 27, 2107: LCAP working session hosted at GCOE.

February 28, 2017:  Superintendent/Principal shared monthly report of LCAP goals and action steps with board members, including data reviewed by School Site Council.

March

March 8, 2017: Certificated and Classified Staff meeting reviewed current LCAP with opportunity to review goal attainment as well as continued goals for 2017-18.

March 13, 2017: School Site Council members reviewed the LCAP, specific to social-emotional behaviors of students.

March 21, 2017: LCAP working session hosted at GCOE.

March 21, 2017: Progress towards developing 2017-18 LCAP goals, outcomes, and action steps shared with School Board members.

April

April 25, 2017: Progress update towards developing 2017-18 LCAP goals, outcomes, and action steps shared with School Board members

May

Draft LCAP available to stakeholders for comment.

June

June 5, 2017: School Site Council members met to review and recommend final LCAP to be submitted for public hearing.

June 13, 2017: Board Meeting was held for LCAP and Budget Public Hearings.

June 20, 2017: Board Meeting was held for both 2017-18 LCAP and Budget Adoptions.

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IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent Stakeholders

Parent feedback provides information and guidance to the district, specifically regarding engagement and school climate. As heard from both parents and staff, a need has been identified in the area of social and emotional behavior for all students. This has led to the 2017-18 purchase and implementation of Toolbox as well as the hiring of a part-time mental health clinician. This information continues to identify strategies to maintain and/or enhance goals regarding parent and family engagement, school climate, and academics.

The meeting specific to Title I parents provides targeted feedback to the district. Gleaned this year was the need to prioritize students in need of tutoring, an after school option nearby high school students provide for us. Continued low turn-out at this annual meeting identifies the need to develop possible action steps to increase attendance. District administration feels this action step aligns with the district's goals of Pupil Outcomes and Engagement.

Increased involvement of parents of English learners has strengthened relationships between the school and non-English speaking parents. It has provided input to the goals specific to English learner engagement, both students and parents. Non-English speaking parents continue to express gratitude in hiring a bilingual instructional aide and translator. They indicated their appreciation of some documents translated to Spanish, yet voice a request for the district to provide more. One way the district responded was the addition of a Spanish-translated all-call.

Parent and Staff Stakeholders through School Site Council

Utilizing School Site Council as the district's parent advisory council provides relevant stakeholder input on a consistent basis as SSC typically meets monthly. The discussion and identification of updates to LCAP goals keeps the LCAP a relevant and timely document. SSC reviews progress on LCAP goals throughout the year. Additionally, both English

Learner and Title I students are represented via parents through this council. The Council assists in the alignment of LCAP goals with existing plans in order to streamline the process and application of all plans, not just LCAP.

School Site Council reviews LCAP and provides input through a series of monthly meetings.


Staff Stakeholders

Lake Staff meetings (certificated and classified) held throughout the year provides opportunities for all staff to engage in the development and implementation of LCAP goals, action steps, measurable outcomes, services, and expenditures. Reviewing goals, action steps and measurable outcomes helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities. Providing opportunity for all staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals. Monthly check-ins with staff  supports implementation of LCAP action steps with the intended consequence of reaching measurable goals.

All staff discussed relevant action plans related to school climate, discussed their role in supporting a positive school climate, as well as identifying possible new action plans.

Review of LCAP goals specific to NGSS identified needs for teacher development as well as identified subgroups in which additional academic supports were necessary.


Student Stakeholders

Administered annually, the 8th grade graduate survey's purpose is to identify both academic and social preparedness for high school. Responses indicate that students feel prepared academically, yet need more support in selecting high school coursework. Student responses also indicated that they are not properly prepared for physical education. As identified in LCAP Goal 2: Increase student academic achievement by establishing and maintaining support, we will continue to support students in successfully achieving our Healthy Fitness goals.

Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance, as required by the LCAP process.


Parent and Staff Stakeholders through School Board Meetings

School Board members agree that the LCAP provides strategic guidance to the district. Monthly board meetings provide stakeholders opportunities to communicate with the Board to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard. The superintendent/principal's LCAP Report outlines programs and services currently being offered in the district, and their effectiveness in achieving student outcomes. The LCAP Report also assists the board in its own planning and budget process to meet the requirements of both LCFF and LCAP. Reviewing LCAP progress at Board Meetings keeps all stakeholders involved in the process of implementation of goals.

Public Hearings provide opportunities for stakeholder input.

The monthly LCAP Report at board meetings provides the board and attending stakeholders with transparency of alignment of all LCAP goals and LCFF funding.


Outside Agencies

EL and LCAP goal training was imperative in identifying the supports we already have in place, yet identified gaps that were then shared with all teaching staff. This targeted training helped us outline the "Day in the Life of an EL" on our campus to ensure we were meeting the needs of our language learners.

County office meetings help to assist in clarifying various aspects of the LCAP for all stakeholders.
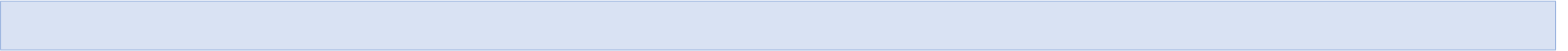
# Goals, Actions, & Services

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** | Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in 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**

1.0 Teachers are appropriately assigned and credentialed. (P1)
2.0 Students have sufficient access to standards-aligned instructional materials. (P1)
3.0 Implementation of content standards for all students. (P2)
4.0 EL services enable ELs to access core and ELD standards. (P2)
5.0 Students have access and enrollment in all required areas of study. (P7)
6.0 Aligned to FIT, school facilities are maintained in good repair. (P1)

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 1: Local Indicator/Teacher credential | 1.0 SARC Report: 100% teachers with full credential and appropriately assigned. | 1.0 SARC Report: 100% teachers with full credential and appropriately assigned. | 1.0 SARC Report: 100% teachers with full credential and appropriately assigned. | 1.0 SARC Report: 100% teachers with full credential and appropriately assigned. |
| Priority 1: Local Indicator/ Instructional materials | 2.0 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance | 2.0 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance | 2.0 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance | 2.0 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance |
| Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool | 3.0.1 Rating district's progress in providing professional learning for teaching in the following content areas:<br><br>ELA: 62.5% Full Implementation | 3.0.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: | 3.0.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: | 3.0.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: |

| | | | | |
|---|---|---|---|---|
| | ELD: 62.5% Full Implementation<br>Math: 75% Full Implementation<br>NGSS: 25% Full Implementation<br>History/SS: 42.9% Full Implementation<br><br>3.0.2 Rating district's progress in providing instructional materials in all classrooms in the following content areas:<br><br>ELA: 62.5% Full Implementation<br>ELD: 37.5% Full Implementation<br>Math: 37.5% Full Implementation<br>NGSS: 12.5% Full Implementation<br>History/SS: 14.3% Full Implementation<br><br>3.0.3 Rating district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas:<br><br>ELA: 62.5% Full Implementation<br>ELD: 50% Full Implementation<br>Math: 50% Full Implementation<br>NGSS: 25% Full Implementation<br>History/SS: 0% Full Implementation | ELA: 70% Full Implementation (62.5% previous year)<br>ELD: 70% Full Implementation (62.5% previous year)<br>Math: 85% Full Implementation (75% previous year)<br>NGSS: 50% Full Implementation (25% previous year)<br>History/SS: 50% Full Implementation (42.9% previous year)<br><br>3.0.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas:<br><br>ELA: 80% Full Implementation (62.5% previous year)<br>ELD: 50% Full Implementation (37.5% previous year)<br>Math: 50% Full Implementation (37.5% previous year)<br>NGSS: 50% Full Implementation (12.5% previous year)<br>History/SS: 25% Full Implementation (14.3% previous year)<br><br>3.0.3 Increase rating of district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas:<br><br>ELA: 80% Full Implementation (62.5% previous year)<br>ELD: 75% Full Implementation (50% previous year)<br>Math: 80% Full Implementation (50% previous year)<br>NGSS: 50% Full Implementation (25% previous year) | ELA: 80% Full Implementation<br>ELD: 80% Full Implementation<br>Math: 90% Full Implementation<br>NGSS: 75% Full Implementation<br>History/SS: 60% Full Implementation<br><br>3.0.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas:<br><br>ELA: 85% Full Implementation<br>ELD: 70% Full Implementation<br>Math: 70% Full Implementation<br>NGSS: 60% Full Implementation<br>History/SS: 30% Full Implementation<br><br>3.0.3 Increase rating of district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas:<br><br>ELA: 90% Full Implementation<br>ELD: 80% Full Implementation<br>Math: 90% Full Implementation<br>NGSS: 70% Full Implementation<br>History/SS: 50% Full Implementation | ELA: 90% Full Implementation<br>ELD: 90% Full Implementation<br>Math: 95% Full Implementation<br>NGSS: 80% Full Implementation<br>History/SS: 70% Full Implementation<br><br>3.0.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas:<br><br>ELA: 90% Full Implementation<br>ELD: 80% Full Implementation<br>Math: 80% Full Implementation<br>NGSS: 70% Full Implementation<br>History/SS: 50% Full Implementation<br><br>3.0.3 Increase rating of district's progress in implementing programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified in the following content areas:<br><br>ELA: 95% Full Implementation<br>ELD: 90% Full Implementation<br>Math: 95% Full Implementation<br>NGSS: 80% Full Implementation<br>History/SS: 70% Full Implementation |

| | | History/SS: 25% Full Implementation 0%( previous year) | | |
|---|---|---|---|---|
| Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool | 4.0 District RFEP students was 19.4% (6 students) in 2016-17; 0% (0) in 2015-16; 16.7% (4 students) in 2014-15 | 4.0 Increase RFEP rate to 20%. | 4.0 Increase RFEP rate to 22%. | 4.0 Increase RFEP rate to 24%. |
| Priority 7: Local Metric/A broad course of study | 5.0 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17. | 5.0 Transition from electives to enrichment for students in grades 4-8. | 5.0 Transition from electives to enrichment for students in grades 4-8. | 5.0 Transition from electives to enrichment for students in grades 4-8 |
| Priority 1: Local Indicator/ Facilities in good repair | 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT. | 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT. | 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT. | 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT. |

## 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 ☐ |
| Location(s) | ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 1.0.1 Fund induction candidates<br><br>1.0.2 Identify teacher leader positions | 1.0.1 Identify teacher leader positions | 1.0.1 Identify teacher leader positions |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 3200 | Amount | 10,000 | Amount | 10,000 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Alliance for Teacher Excellence program participation fee | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Teacher Leader Stipends | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Teacher Leader Stipends |
| Amount | 10,000 | Amount | | Amount | |
| Source | Base | Source | | Source | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Teacher Leader Stipends | Budget Reference | | Budget Reference | |

## 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  ☐ |
| Location(s)  ☒ All Schools  ☐ Specific Schools:  ☐ Specific Grade spans: |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served  ☐ English Learners  ☐ Foster Youth  ☐ Low Income |

| | Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |
|---|---|---|---|---|---|
| | Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 2.0.1 Attend local professional development: GCOE Common to the Core science workshop<br><br>2.0.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum<br><br>2.0.3 By April 2018, recommend NGSS curriculum to Board for adoption<br><br>2.0.4 Purchase science materials<br><br>2.0.5 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schools | 2.0.1 Attend local professional development: GCOE Common to the Core science workshop<br><br>2.0.2 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies<br><br>2.0.3 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schools | 2.0.1 Attend local professional development: GCOE Common to the Core science workshop<br><br>2.0.2 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies<br><br>2.0.3 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schools |

## BUDGETED EXPENDITURES

| | **2017-18** | | **2018-19** | | **2019-20** |
|---|---|---|---|---|---|
| Amount | 300 | Amount | 300 | Amount | 300 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Development Registration | Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Development Registration | Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Development Registration |
| Amount | no cost | Amount | no cost | Amount | no cost |
| Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration |
| Amount | 15000 | Amount | 1500 | Amount | 1500 |

| Source | Base | Source | Base | Source | Base |
|---|---|---|---|---|---|
| Budget Reference | 4000-4999: Books And Supplies Board recommendation | Budget Reference | 1000-1999: Certificated Personnel Salaries NGSS Focus Group Lead | Budget Reference | 1000-1999: Certificated Personnel Salaries NGSS Focus Group Lead |
| Amount | 6,000 | Amount | | Amount | |
| Source | Base | Source | | Source | |
| Budget Reference | 4000-4999: Books And Supplies NGSS classroom materials | Budget Reference | | Budget Reference | |
| Amount | 3000 | Amount | | Amount | |
| Source | Base | Source | | Source | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries NGSS Focus Group Leads | Budget Reference | | Budget Reference | |

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   ☐

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

**OR**

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

**2017-18**                    **2018-19**                    **2019-20**

| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
|---|---|---|
| 3.0.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas. | 3.0.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas | 3.0.1District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | 10,000 | Amount | 10,000 | Amount | 10,000 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Standards | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Standards | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Standards |

Action **4**

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

| Students to be Served | ☒ All  ☐ Students with Disabilities  ☐ |
|---|---|
| Location(s) | ☒ All Schools  ☐ Specific Schools:  ☐ Specific Grade spans: |

**OR**

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

| Students to be Served | ☐ English Learners  ☐ Foster Youth  ☐ Low Income |
|---|---|
| Scope of Services | ☐ LEA-wide  ☐ Schoolwide  **OR**  ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools  ☐ Specific Schools:  ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |

4.0.1 Identify and communication reclassification goals with teaching staff (CELDT Coordinator)

4.0.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels

4.0.3 Purposeful classroom assignment of bilingual aide

4.0.1 Identify and communication reclassification goals with teaching staff (CELDT Coordinator)

4.0.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels

4.0.3 Purposeful classroom assignment of bilingual aide

4.0.1 Identify and communication reclassification goals with teaching staff (CELDT Coordinator)

4.0.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels

4.0.3 Purposeful classroom assignment of bilingual aide

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | 1,000 | Amount | 1,000 | Amount | 1,000 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend | Budget Reference | 1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend | Budget Reference | 1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend |
| Amount | no cost | Amount | | Amount | |
| Budget Reference | 4.0.2 Utilize Minimum Days for collaboration | Budget Reference | Utilize Minimum Days for collaboration | Budget Reference | Utilize Minimum Days for collaboration |
| Amount | 13500 | Amount | 13750 | Amount | 14000 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary | Budget Reference | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary | Budget Reference | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary |

## Action    5

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ |
|---|---|---|---|
| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
|---|---|---|---|

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 5.0.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17 | 5.0.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17 | 5.0.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17 |

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | none, within teaching assignment | Amount | none, within teaching assignment | Amount | |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary) | Budget Reference | 1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary) | Budget Reference | 1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary) |

Action   **6**

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ |
|---|---|---|---|

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income | |
|---|---|---|---|---|
| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** ☐ | Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 6.0.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually<br><br>6.0.2 Per FIT Report, monitor leaking ceiling in cafeteria<br><br>6.0.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money) | 6.0.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually<br><br>6.0.2 Per FIT Report, monitor leaking ceiling in cafeteria<br><br>6.0.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money) | 6.0.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually<br><br>6.0.2 Per FIT Report, monitor leaking ceiling in cafeteria<br><br>6.0.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money) |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries Custodial Duties (included in salary) | Budget Reference | 2000-2999: Classified Personnel Salaries Custodial Duties (included in salary) | Budget Reference | 2000-2999: Classified Personnel Salaries Custodial Duties (included in salary) |
| Amount | 1,000 | Amount | 1,000 | Amount | 1,000 |
| Source | Base | Source | | Source | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Roof repair | Budget Reference | | Budget Reference | |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

| ☐ New | ☐ Modified | ☒ Unchanged |
|---|---|---|

| **Goal 2** | Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students. |
|---|---|

**State and/or Local Priorities Addressed by this goal:**

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

**Identified Need**

1.0 Growth identified on statewide assessments (P4)
2.0 Increase EL progress toward English proficiency (P4)
3.0 Support students in learning life-long habits of healthy living (P8)

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results | 1.0.1 2015-16 ELA CAASPP results: 17% Standard Exceeded, 33% Standard Met, 23% Standard Nearly Met, 27% Standard Not Met; (50% Standard Exceeded or Met) | 1.0.1 Increase total Standard Exceeded or Met by 10%; from 50% to 60% | 1.0.1 Increase total Standard Exceeded or Met by 5%; from 60% to 65% | 1.0.1 Increase total Standard Exceeded or Met by 5%; from 65% to 70% |
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results | 1.0.2 2015-16 Mathematics CAASPP results: 15% Standard Exceeded, 24% Standard Met, 35% Standard Nearly Met, 27% Standard Not Met; (39% Standard Exceeded or Met) | 1.0.2 Increase total Standard Exceeded or Met by 11%; from 39% to 50% | 1.0.2 Increase total Standard Exceeded or Met by 10%; from 50% to 60% | 1.0.2 Increase total Standard Exceeded or Met by 5%; from 60% to 65% |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, | 1.0.3 2016 Science CAASPP results: 5th Grade: 17% Advanced, 56% Proficient, 17% Basic, 11% Below Basic, 0% | 1.0.3 Increase 5th Grade total Advanced or Proficient by 5%; from 73% to 78% | 1.0.3 Increase 5th Grade total Advanced or Proficient by 5%; from 78% to 83% | 1.0.3 Increase 5th Grade total Advanced or Proficient by 5%; from 83% to 88% |

| | | | | |
|---|---|---|---|---|
| PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | Far Below Basic (73% Advanced or Proficient) | | | |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | 1.0.4 2016 Science CAASPP results: 8th Grade: 0% Advanced, 26% Proficient, 68% Basic, 0% Below Basic, 5% Far Below Basic (26% Advanced or Proficient) | 1.0.4 Increase 8th Grade total Advanced or Proficient by 14%; from 26% to 40% | 1.0.4 Increase 8th Grade total Advanced or Proficient by 10%; from 40% to 50% | 1.0.4 Increase 8th Grade total Advanced or Proficient by 10%; from 50% to 60% |
| Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator | 2.0.1 2016-17 At-Risk 4-5 Years was 3; LTEL 6+ years was 5 | 2.0.1 Decrease At-Risk 4-5 Years to 2; Decrease LTEL 6+ years to 4 | 2.0.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 2 | 2.0.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 0 |
| Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates | 2.0.2 Maintain a positive Performance Level change as determined by the "CELDT Growth Over 2 Years By Class With Summary" in SchoolWise | 2.0.2 Determine baseline data based on ELPAC | 2.0.2 Determine growth goal as related to baseline determined in Spring 2018 | 2.0.2 Determine growth goal as related to growth/decline in 2019 |
| Priority 4: State Indicator/Academic Indicator/Reclassification rates | 2.0.3 2016-17 Students Redesignated FEP was 19.4% (6 students) | 2.0.3 Increase Students Redesignated FEP by 2% | 2.0.3 Increase Students Redesignated FEP by 2% | 2.0.3 Increase Students Redesignated FEP by 2% |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | 3.0.1 2016 PFT results indicated 47.4% of 5th graders meet 5 of 6 fitness standards<br><br>3.0.2 2016 PFT results indicated 70.6% of 7th graders meet 5 of 6 fitness standards | 3.0.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 3% to 50%<br><br>3.0.2 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 2% to 72% | 3.0.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 55%<br><br>3.0.2 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 3% to 75% | 3.0.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 60%<br><br>3.0.1 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 5% to 80% |

## 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 | ☐ |

| Location(s) | ☒ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |
|---|---|---|---|---|

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
|---|---|---|---|

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |
|---|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 1.0.1 Staff to analyze recent CAASPP data to determine goals in the ELA claims: reading, listening, writing, research/inquiry in order to meet overall growth goal | 1.0.1 Staff to analyze recent CAASPP data to determine goals in the ELA claims: reading, listening, writing, research/inquiry in order to meet overall growth goal | 1.0.1 Staff to analyze recent CAASPP data to determine growth in the ELA claims: reading, listening, writing, research/inquiry in order to meet overall growth goal |

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | no cost | Amount | no cost | Amount | no cost |
| Budget Reference | Minimum Days collaboration | Budget Reference | Minimum Days collaboration | Budget Reference | Minimum Days Collaboration |
| Amount | 1,000 | Amount | 1,000 | Amount | 1,000 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Data Lead Stipend | Budget Reference | 1000-1999: Certificated Personnel Salaries Data Lead Stipend | Budget Reference | 1000-1999: Certificated Personnel Salaries Data Lead Stipend |

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 | ☐ |
|---|---|---|---|

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
|---|---|---|---|

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 1.0.2 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal | 1.0.2 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal | 1.0.2 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | no cost | Amount | no cost | Amount | no cost |
| Budget Reference | Minimum Days collaboration | Budget Reference | Minimum Days collaboration | Budget Reference | Minimum Days collaboration |
| Amount | 1,000 | Amount | 1,000 | Amount | 1,000 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries See 1.0.1 | Budget Reference | 1000-1999: Certificated Personnel Salaries See 1.0.1 | Budget Reference | 1000-1999: Certificated Personnel Salaries See 1.0.1 |

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 | ☐ |
|---|---|---|---|

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
|---|---|---|---|

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 1.0.3 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade | 1.0.3 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade | 1.0.3 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade |

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | no cost | Amount | no cost | Amount | no cost |
| Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration |
| Amount | 300 | Amount | 300 | Amount | 300 |
| Source | Base | Source | Base | Source | Base |

| Budget Reference | 4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8 | Budget Reference | 4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8 | Budget Reference | 4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8 |
|---|---|---|---|---|---|

## Action    4

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

**Students to be Served**
☒ All        ☐ Students with Disabilities        ☐

**Location(s)**
☒ All Schools        ☐ Specific Schools:        ☐ Specific Grade spans:

**OR**

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

**Students to be Served**
☐ English Learners        ☐ Foster Youth        ☐ Low Income

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

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

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 1.0.4 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 8th grade | 1.0.4 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 8th grade | 1.0.4 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 8th grade |

### BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | no cost | Amount | no cost | Amount | no cost |
| Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration | Budget Reference | Minimum Days Collaboration |
| Amount | see 1.0.3 | Amount | see 1.0.3 | Amount | see 1.0.3 |

| Source | Base | Source | Base | Source | |
|---|---|---|---|---|---|
| Budget Reference | 4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8 | Budget Reference | 4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8 | Budget Reference | 5000-5999: Services And Other Operating Expenditures Purchase Zingy Science Grades 4-8 |

## Action 5

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

**Students to be Served** ☒ All  ☐ Students with Disabilities  ☐

**Location(s)** ☒ All Schools  ☐ Specific Schools:  ☐ Specific Grade spans:

**OR**

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

**Students to be Served** ☐ English Learners  ☐ Foster Youth  ☐ Low Income

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

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

### ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 2.0.1 Purposeful classroom assignment of bilingual aide<br><br>2.0.2 Utilize minimum days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels; identify and communicate reclassification goals with teaching staff<br><br>2.0.3 As appropriate, attend ELD standards professional development | 2.0.1 Purposeful classroom assignment of bilingual aide<br><br>2.0.2 Utilize minimum days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels; identify and communicate reclassification goals with teaching staff<br><br>2.0.3 As appropriate, attend ELD standards professional development | 2.0.1 Purposeful classroom assignment of bilingual aide<br><br>2.0.2 Utilize minimum days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels; identify and communicate reclassification goals with teaching staff<br><br>2.0.3 As appropriate, attend ELD standards professional development |

## BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 13,770 | 14,183 | 14,608 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary | 2000-2999: Classified Personnel Salaries Bilingual Aide Salary |
| Amount | no cost | no cost | no cost |
| Budget Reference | Minimum Day Collaboration | Minimum Day Collaboration | Minimum Day Collaboration |
| Amount | 2,000 | 2,000 | 2,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures ELD Standards Professional Development | 5000-5999: Services And Other Operating Expenditures ELD Standards Professional Development | 5000-5999: Services And Other Operating Expenditures ELD Standards Professional Development |

Action    **6**

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

Students to be Served    ☒ All    ☐ Students with Disabilities    ☐

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

**OR**

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

Students to be Served    ☐ English Learners    ☐ Foster Youth    ☐ Low Income

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |
|---|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 3.0.1 Utilize the online resource, Colorin colorado, to learn and implement more ways to reach out to parents of ELs and increase the likelihood of participation | 3.0.1 Utilize the online resource, Colorin colorado, to learn and implement more ways to reach out to parents of ELs and increase the likelihood of participation | 3.0.1 Utilize the online resource, Colorin colorado, to learn and implement more ways to reach out to parents of ELs and increase the likelihood of participation |

## BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount  no cost | Amount | Amount |

Action **7**

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ |
|---|---|---|---|

| Location(s) | ☒ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |
|---|---|---|---|---|

**OR**

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
|---|---|---|---|

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |
|---|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
|---|---|---|
| 4.0.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle<br><br>4.0.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive health program that is to be board approved in 2017-18<br><br>4.0.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl<br><br>4.0.4 Provide healthy snack to all students in grades K-3<br><br>4.0.5 Plan, develop, and implement Comprehensive Health Education Program | 4.0.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle<br><br>4.0.2 PE teacher to engage with school staff and parents in roles that help and support implementation of the board-approved comprehensive school health program<br><br>4.0.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl<br><br>4.0.4 Provide healthy snack to all students in grades K-3<br><br>4.0.5 Plan, develop, and implement Comprehensive Health Education Program | 4.0.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle<br><br>4.0.2 PE teacher to engage with school staff and parents in roles that help and support implementation of the comprehensive school health program<br><br>4.0.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl<br><br>4.0.4 Provide healthy snack to all students in grades K-3<br><br>4.0.5 Plan, develop, and implement Comprehensive Health Education Program |

## BUDGETED EXPENDITURES

| | **2017-18** | | **2018-19** | | **2019-20** |
|---|---|---|---|---|---|
| Amount | 29,850 | Amount | 30,300 | Amount | 30,800 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Part-time PE teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Part-time PE teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Part-time PE teacher |
| Amount | 200 | Amount | 200 | Amount | 200 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 4000-4999: Books And Supplies<br>Panther on the Prowl T-shirts | Budget Reference | 4000-4999: Books And Supplies<br>Panther on the Prowl T-shirts | Budget Reference | 4000-4999: Books And Supplies<br>Panther on the Prowl T-shirts |
| Amount | 3,000 | Amount | 3,000 | Amount | 3,000 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Healthy Snacks | Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Healthy Snacks | Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>Healthy Snacks |

# 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** | Engagement: Provide a safe, supportive, and nurturing environment for students and their families. |
|---|---|

**State and/or Local Priorities Addressed by this goal:**

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

**Identified Need**

1.0 Increase parent input to maintain high levels of parent participation. (P3)
2.0 Maintain high ADA. (P5)
3.0 Maintain low chronic absenteeism rate. (P5)
4.0 Maintain low middle school dropout rate. (P5)
5.0 Maintain low student suspension rate. (P6)
6.0 Maintain low student expulsion rate. (P6)

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | 1.0.1 Parent Survey distributed August 2016 in paper copy received 34 responses, 30% response rate of 112 families.<br><br>1.0.2 Family and Community Engagement survey distributed online February 2017 received 47 responses, 43 (91%) parent responses. SIS data indicates 115 families, overall response rate was 37%.<br><br>1.0.3 In 2017, 8 of 15 families (53%) attended the English Learner Banquet held to recognize reclassified students | 1.0.1 Increase Parent Survey response by 20% from 30% to 50%<br><br>1.0.2 Increase Family and Community Engagement survey by 13% from 37% to 50%<br><br>1.0.3 Increase family attendance at the annual English Learner Banquet by 10% from 53% to 63% | 1.0.1 Increase survey response by 10% from 50% to 60%<br><br>1.0.2 Increase Family and Community Engagement survey by 10% from 50% to 60%<br><br>1.0.3 Increase family attendance at the annual English Learner Banquet by 10% from 63% to 73% | 1.0.1 Increase survey response by 10% from 60% to 70%<br><br>1.0.2 Increase Family and Community Engagement survey by 5% from 50% to 55%<br><br>1.0.3 Increase family attendance at the annual English Learner Banquet by 10% from 73% to 83% |

| | | | | |
|---|---|---|---|---|
| Priority 5: Local Metric/Student Engagement/School attendance rates | 2.0 Baseline ADA for 2017 P2 was 96.97% | 2.0 Increase ADA 1% to 97% | 2.0 Increase ADA 1% to 98% | 2.0 Maintain ADA at 98% |
| Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates | 3.0 Baseline chronic absenteeism for 2017 at P2 was 4 students, 2% | 3.0 Decrease chronic absenteeism by 1% to 1% | 3.0 Maintain chronic absenteeism at 1% | 3.0 Maintain chronic absenteeism at 1% |
| Priority 5: Local Metric/Middle school dropout rate | 4.0 Baseline dropout rate for 2017 was 0% | 4.0 Maintain low drop out rate of 1% or lower | 4.0 Maintain low drop out rate of 1% or lower | 4.0 Maintain low drop out rate of 1% or lower |
| Priority 6: State Indicator/Student Suspension Indicator | 5.0 Baseline suspension rate for 2017 was 1 student or 0.5% | 5.0 Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; increase Dashboard report of Hispanics from Red to Yellow | 5.0 Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; increase Dashboard report of Hispanics from Yellow to Green | 5.0 Maintain low suspension rate of 1% or lower; maintain blue or green status on Dashboard for all students; maintain or increase Dashboard report of Hispanics from Yellow to Green or Blue |
| Priority 6: Local Metric/Expulsion rate | 6.0 Baseline expulsion rate for 2017 was 0% | 6.0 Maintain expulsion rate at 0% | 6.0 Maintain expulsion rate at 0% | 6.0 Maintain expulsion rate at 0% |

## 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    ☐ |
| Location(s) | ☒ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans: |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners    ☐ Foster Youth    ☐ Low Income |
| Scope of Services | ☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 1.0 School Site Council and Staff recommendation to combine August and February survey to one given in November during Parent Teacher Conferences | 1.0 Distribute parent survey in November during Parent Teacher Conferences | 1.0 Distribute parent survey in November during Parent Teacher Conferences |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 1,600 | Amount | 1,600 | Amount | 1,600 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures SchoolWise | Budget Reference | 5000-5999: Services And Other Operating Expenditures SchoolWise | Budget Reference | 5000-5999: Services And Other Operating Expenditures SchoolWise |

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 ☐ | |
| Location(s) | ☒ All Schools ☐ Specific Schools: | ☐ Specific Grade spans: |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income | |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) | |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |
|---|---|---|---|

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |
| 2.0.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences<br><br>2.0.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake<br><br>2.0.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc.<br><br>2.0.4 Continue Panther Pride nomination and recognition as monthly assemblies<br><br>2.0.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)<br><br>2.0.6 Purchase and implement Toolbox, a social-emotional program, K-6<br><br>2.0.7 Continued identification and participation of community service activities for all students | 2.0.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences<br><br>2.0.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake<br><br>2.0.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc.<br><br>2.0.4 Continue Panther Pride nomination and recognition as monthly assemblies<br><br>2.0.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)<br><br>2.0.6 Provide monthly parent training for Toolbox<br><br>2.0.7 Continued identification and participation of community service activities for all students | 2.0.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences<br><br>2.0.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake<br><br>2.0.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc.<br><br>2.0.4 Continue Panther Pride nomination and recognition as monthly assemblies<br><br>2.0.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)<br><br>2.0.6 Continued implementation of Toolbox<br><br>2.0.7 Continued identification and participation of community service activities for all students |

## BUDGETED EXPENDITURES

| | **2017-18** | | **2018-19** | | **2019-20** |
|---|---|---|---|---|---|
| Amount | 50 | Amount | 50 | Amount | 50 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 5900: Communications Postage | Budget Reference | 5900: Communications Postage | Budget Reference | 5900: Communications Postage |
| Amount | 200 | Amount | 200 | Amount | 200 |
| Source | Base | Source | Base | Source | Base |

| Budget Reference | 4000-4999: Books And Supplies<br>Panther Pride certificates and awards | Budget Reference | 4000-4999: Books And Supplies<br>Panther Pride certificates and awards | Budget Reference | 4000-4999: Books And Supplies<br>Panther Pride certificates and awards |
|---|---|---|---|---|---|
| Amount | 10,200 | Amount | 5,100 | Amount | 2,500 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies<br>Toolbox materials and training for staff | Budget Reference | 4000-4999: Books And Supplies<br>Parent workshop materials | Budget Reference | 4000-4999: Books And Supplies<br>Replenish Toolbox materials as needed |
| Amount | 3,500 | Amount | 3,600 | Amount | 3,700 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Field trip expenses (bus, driver, mileage) | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Field trip expenses (bus, driver, mileage) | Budget Reference | 2000-2999: Classified Personnel Salaries<br>Field trip expenses (bus, driver, mileage) |

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    ☐

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

**OR**

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

Students to be Served    ☐ English Learners    ☐ Foster Youth    ☐ Low Income

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

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

ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 3.0 Support parents through School Attendance Review Board | 3.0 Support parents through School Attendance Review Board | 3.0 Support parents through School Attendance Review Board |
|---|---|---|

## BUDGETED EXPENDITURES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| Amount — no cost | Amount — no cost | Amount — no cost |

Action **4**

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

**Students to be Served** ☒ All ☐ Students with Disabilities ☐

**Location(s)** ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

**Students to be Served** ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 4.0 Maintain communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings | 4.0 Maintain communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings | 4.0 Maintain communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings |

## BUDGETED EXPENDITURES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|

| Amount | 50 | | Amount | 50 | | Amount | 50 |
|---|---|---|---|---|---|---|---|
| Source | Base | | Source | Base | | Source | Base |
| Budget Reference | 5900: Communications Postage | | Budget Reference | 5900: Communications Postage | | Budget Reference | 5900: Communications Postage |

Action **5**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐

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

**OR**

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 5.0.1 Post Behavior Matrix in classrooms and main buildings<br><br>5.0.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year<br><br>5.0.3 When students are sent to the office for disciplinary action, principal will communication progression and consequences on Discipline Policy Matrix | 5.0.1 Post Behavior Matrix in classrooms and main buildings<br><br>5.0.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year<br><br>5.0.3 When students are sent to the office for disciplinary action, principal will communication progression and consequences on Discipline Policy Matrix | 5.0.1 Post Behavior Matrix in classrooms and main buildings<br><br>5.0.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year<br><br>5.0.3 When students are sent to the office for disciplinary action, principal will communication progression and consequences on Discipline Policy Matrix |

| 5.0.4 Hire part-time mental health clinician | 5.0.4 Hire part-time mental health clinician | 5.0.4 Hire part-time mental health clinician |
|---|---|---|

## BUDGETED EXPENDITURES

| | 2017-18 | | 2018-19 | | 2019-20 |
|---|---|---|---|---|---|
| Amount | 200 | Amount | 100 | Amount | 100 |
| Source | Base | Source | Base | Source | Base |
| Budget Reference | 4000-4999: Books And Supplies Printing and laminating Behavior Matrix | Budget Reference | 4000-4999: Books And Supplies Replacements as needed for Behavior Matrix | Budget Reference | 4000-4999: Books And Supplies Replacements as needed for Behavior Matrix |
| Amount | 3,500 | Amount | 3,575 | Amount | 3,600 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Part-time mental health clinician | Budget Reference | 2000-2999: Classified Personnel Salaries Part-time mental health clinician | Budget Reference | 2000-2999: Classified Personnel Salaries Part-time mental health clinician |

Action  **6**

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

Students to be Served  ☒ All  ☐ Students with Disabilities  ☐

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

**OR**

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

Students to be Served  ☐ English Learners  ☐ Foster Youth  ☐ Low Income

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

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

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☒ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
| 6.0.1 Maintain communication with families regarding behavior, attendance, academics<br><br>6.0.2 Identify resources outside the school for families to contact | 6.0.1 Maintain communication with families regarding behavior, attendance, academics<br><br>6.0.2 Identify resources outside the school for families to contact | 6.0.1 Maintain communication with families regarding behavior, attendance, academics<br><br>6.0.2 Identify resources outside the school for families to contact |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | no cost | Amount | no cost | Amount | no cost |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $133,420 | Percentage to Increase or Improve Services: 2.32%

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).

Lake Elementary School District is a small, rural, single-school district with an unduplicated pupil percentage of 41.59% (2016-17), below the requisite 55% of enrollment for the concentration grant as determined pursuant to 5 CCR 15496(a)(5). The district recognizes that these funds are generated to serve low income, foster youth, and English learner pupils. In most instances the needs identified are not unique to those populations; thus, supplemental grant funds will be used in a district-wide manner as specified in 5 CCR 15496.

Goal 1  ($16,300)

NGSS

During the 2016-17 year, the Board of Trustees developed goals, one of which being to increase the rigor in science. Since that goal was identified in January 2017, the teaching staff has been investigating the Next Generation Science Standards. (NGSS). Primary grades, K-3, have aligned their current ELA curriculum with NGSS; that alignment identified gaps in which they've determined the supplement, Mystery Science, will be able to fill. Mystery Science was created on the premise of the Framework for K-12 Science Education, the founding document for the NGSS. The program's pedagogical emphasis is on solving mysteries, collecting evidence, and conducting investigations. ($500)

Grades 4-8 have spent time reviewing NGSS resources and have identified Discovery Science Techbooks for 2017-18. Discovery Science Techbook fully supports the instructional shifts required by the NGSS standards and embraces the philosophy of three-dimensional learning. In addition to content chosen to directly support the NGSS, Model Lessons reflect the interplay of the Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCI) and Cross-Cutting Concepts (CCC) and outline what these mean in practice. ($5,800)

Increased science rigor also involves updating and purchasing science materials. More science materials equates to more hands-on activities for all students; according to research, hands-on or experiential learning with English learners, is beneficial. For English learners, using hands-on materials and manipulatives: 1. Makes the abstract concrete: When students are able to physically manipulate materials, abstract concepts in mathematics, science, the social studies, English language arts and other subject areas become clearer and more concrete. 2. Lowers linguistic demand: Students can practice and show what they know using less language, relying on movement and manipulatives in addition to reading, writing, listening and speaking. 3. Encourages active engagement: When students are using manipulatives or are involved in hands-on activities, they are often more highly engaged. This type of engagement is visible as the teacher can observe the students' involvement with the material and concepts. 4. Involves creativity, collaboration and communication: Depending on the particular activity, students can be encouraged to be creative with materials they are using, such as when they are building a model or creating an artistic representation of a concept. If students are working in partners, teams or small groups, collaboration and communication are also involved. Communication is also included when students write or speak about the activity. 5. Accesses differing areas of the brain: As students use their hands to build, sort or otherwise manipulate materials, different areas of

the brain are activated. When we add in reading, writing, listening and speaking, a variety of areas of the brain are activated. (Academic Language Learning Institute)

Support Induction completion in order to effectively prepare new teaches to meet the academic learning needs of all students ($1,600 shared cost)

Supported by Marzano's research on teacher effectiveness that states, "Effective teaching is essential to student achievement," Lake Elementary supports Induction for new teachers both philosophically and financially. Additionally, research demonstrates that a comprehensive, multi-year induction program accelerates the professional growth of new teachers and improves student learning. (Ingersoll, R. & Strong, M. (June 2011). "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." Review of Educational Research, 81(2), 201-233.)

Support leadership opportunities for staff ($10,000)

As a small school with limited opportunities for advancement for certificated staff, discussion has been considered regarding teacher leader opportunities. A 2014 ASCD Brief titled, "Teacher Leadership: The What, Why, and How of Teachers as Leaders" outlined the following points: 1. Collaborative, shared leadership—between classroom educators and building administrators—is essential to meet increased student achievement expectations and support student success. 2. Teacher leadership training must be implemented during teacher's entrance to the profession; it should also become formalized and funded. 3. Teacher leadership is not synonymous with an administrator track; we must create pathways to teacher leadership that keep teachers in the classroom. 4. Teacher leadership must be intentional and fully integrated into school culture. 5. Teacher leadership is not a threat to the role of the principal; shared, collaborative leadership plays to the strengths of each individual on the team. 6. All teachers can and should be expected to cycle in and out of teacher leader roles and responsibilities. 7. Frameworks for teacher leadership are needed, but over-standardization must be avoided. Flexibility is an essential component because each school's leadership needs differ. 8. Professional development is equally, but separately, needed for teachers and administrators. Training cannot be the same for each distinct role. With these points in mind, district administration began working with teaching staff to identify leadership opportunities, including stipends for each position.

Goal 2 ($46,620)

Maintain and support bilingual aide position for the continued development of English  ($13,770 salary; $500 professional development)

With the implementation of Benchmark ELA, we've identified strong curriculum supports for ELD. And although we're approaching our third year with a bilingual aide, we're learning how to adjust their time effectively in order to improve the classroom environment by:  1. Helping students to develop language skills and learning more about the culture of their community; 2. Assisting the teacher by reinforcing teacher designed lessons; 3. Increasing home/school communication and collaboration; 4. Providing a community role model.

Bandura's Social Learning Theory provided a foundation for the integration of a bilingual aide in our designated language development programs. Through the effective use of modeling, the bilingual aide assists students in developing English using small group attention, retention and reproduction techniques, and a highly structured, motivating environment where initial cultural and language experiences are used as a bridge to develop the English language. http://www.learning-theories.com/social-learning-theory-bandura.html

Maintain part-time PE teaching position in order to provide healthy lifestyle skills for all students ($29,850)

The district referred to the work on Self-Determination Theory by Psychologists Edward L. Deci and Richard M. Ryan at the University of Rochester, in providing course access to health and physical fitness for all students. In order for students to develop their utmost potential, opportunities for success will be created where students can develop competence, autonomy, and psychological relatedness while meeting physical and health standards. http://www.learning-theories.com/self-determination-theory-deci-and-ryan.html

Along with the guidance and support of the PE teacher, work with cafeteria staff to develop and deliver nutrition education to all students. Continue K-3 Healthy Snack program. ($3,000)

A study featured in the February 2011 edition of the "Journal of School Health" looked at the impact of nutrition modifications, such as eliminating daily consumption of soda, on academic performance among sixth graders in a Midwest city school district. The researchers concluded that changes in the food and drinks the students consumed had a positive impact on standardized measures of academic progress scores. In addition to dietary changes, this study also included an increase in physical activity among the students, suggesting that it is the combination of healthy eating and exercise that will most improve academic performance. Our district began offering free, healthy snacks to all K-3 students in January 2017. We learned that it provides the opportunities for students to try a fruit or vegetable they might not try or have access to at home.

Goal 3 ($13,700)

TOOLBOX™ Implementation ($10,200)

While continuing the application of strategies outlined in "Teaching Social Skills for Youth" in individual classrooms, we continue to feel the need for "something more", particularly in unstructured environments like the cafeteria and recess. Our quest was to identify a program to appropriately support the academic, social and emotional needs of students. We found TOOLBOX™, a Kindergarten through 6th grade program that supports children in understanding and managing their own emotional, social, and academic success. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as "the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." CASEL has identified five interrelated social and emotional competencies: self-management, self-awareness, social-awareness, relationship skills and responsible decision-making. Importantly, it is well established that these skills can be taught and learned, they facilitate academic learning and also support long term success in school, work, and relationships. Furthermore, a recent benefit-cost study by Columbia University economists showed, on average, for every $1 dollar spent on implementing a social and emotional learning program $11 in costs to society were saved. The research on Emotional Intelligence by Howard Gardner, Professor in Cognition and Education, and Daniel Goleman, Psychologist and Science Journalist, informed the district's decision to implement direct instruction and development of students' social and emotional skills. These learned capabilities influence students' overall achievement abilities. http://www.learning-theories.com/emotional-intelligence-goleman.html

Part-time Mental Health Clinician ($3,500)

Our current structure only allows students with IEPs access to a mental health clinician. As identified by the Center for Disease Control and Prevention (CDC) one in five students shows signs or symptoms of a mental health disorder in a given year. Furthermore, a 2002 UCLA study identified in a 12-month period, 2%-3% of children 3-5 years old and 6%-9% of children and adolescents 6-17 years old used mental health services. Of children and adolescents 6-17 years old who were defined as needing mental health services, nearly 80% did not receive mental health care. Controlling for other factors, the authors determined that the rate of unmet need was greater among Latino than white children and among uninsured than publicly insured children (Kataoka SH1, Zhang L, Wells KB). In order to support students who may struggle with depression, anxiety, anger, etc., a part-time mental health clinician will be hired to prevent and treat these emotional problems. Our goal is that the clinician assist students with self-esteem, stress management, or other areas of need including interpersonal relationships with peers and adults.

# 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

*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.  S 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 | 142,546.00 | 144,063.00 | 133,420.00 | 103,808.00 | 102,508.00 | 339,736.00 |
| | 3,100.00 | 10,256.00 | 0.00 | 1,000.00 | 1,000.00 | 2,000.00 |
| Base | 12,480.00 | 51,453.00 | 89,150.00 | 62,900.00 | 63,500.00 | 215,550.00 |
| Federal Funds | 10,000.00 | 5,989.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental | 116,966.00 | 76,365.00 | 44,270.00 | 39,908.00 | 38,008.00 | 122,186.00 |

* 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 | 142,546.00 | 144,063.00 | 133,420.00 | 103,808.00 | 102,508.00 | 339,736.00 |
| | 0.00 | 437.00 | 0.00 | 1,000.00 | 1,000.00 | 2,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 0.00 | 100.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 40,516.00 | 49,248.00 | 45,850.00 | 44,800.00 | 45,300.00 | 135,950.00 |
| 2000-2999: Classified Personnel Salaries | 21,330.00 | 14,370.00 | 34,270.00 | 35,108.00 | 35,908.00 | 105,286.00 |
| 4000-4999: Books And Supplies | 28,975.00 | 29,326.00 | 32,100.00 | 5,900.00 | 3,300.00 | 41,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 37,050.00 | 36,727.00 | 11,100.00 | 6,900.00 | 6,900.00 | 24,900.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 14,275.00 | 13,650.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 5900: Communications | 400.00 | 205.00 | 100.00 | 100.00 | 100.00 | 300.00 |

* 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 | 142,546.00 | 144,063.00 | 133,420.00 | 103,808.00 | 102,508.00 | 339,736.00 |
| | | 0.00 | 0.00 | 0.00 | 1,000.00 | 1,000.00 | 2,000.00 |
| | Supplemental | 0.00 | 437.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | | 0.00 | 100.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 1,500.00 | 19,847.00 | 44,850.00 | 43,800.00 | 44,300.00 | 132,950.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 39,016.00 | 29,401.00 | 1,000.00 | 1,000.00 | 1,000.00 | 3,000.00 |
| 2000-2999: Classified Personnel Salaries | Base | 330.00 | 0.00 | 3,500.00 | 3,600.00 | 3,700.00 | 10,800.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 21,000.00 | 14,370.00 | 30,770.00 | 31,508.00 | 32,208.00 | 94,486.00 |
| 4000-4999: Books And Supplies | | 0.00 | 7,256.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 2,550.00 | 9,156.00 | 21,900.00 | 800.00 | 800.00 | 23,500.00 |
| 4000-4999: Books And Supplies | Federal Funds | 10,000.00 | 5,989.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental | 16,425.00 | 6,925.00 | 10,200.00 | 5,100.00 | 2,500.00 | 17,800.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 7,200.00 | 11,495.00 | 8,800.00 | 4,600.00 | 4,600.00 | 18,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 29,850.00 | 25,232.00 | 2,300.00 | 2,300.00 | 2,300.00 | 6,900.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | | 3,100.00 | 2,900.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 500.00 | 10,750.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental | 10,675.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5900: Communications | Base | 400.00 | 205.00 | 100.00 | 100.00 | 100.00 | 300.00 |

* 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 | 63,000.00 | 37,550.00 | 37,800.00 | 138,350.00 |
| Goal 2 | 51,120.00 | 51,983.00 | 52,908.00 | 156,011.00 |
| Goal 3 | 19,300.00 | 14,275.00 | 11,800.00 | 45,375.00 |
| Goal 4 | 0.00 | 0.00 | 0.00 | 0.00 |
| Goal 5 | 0.00 | 0.00 | 0.00 | 0.00 |
| 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 |

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