LCFF Budget Overview for Parents

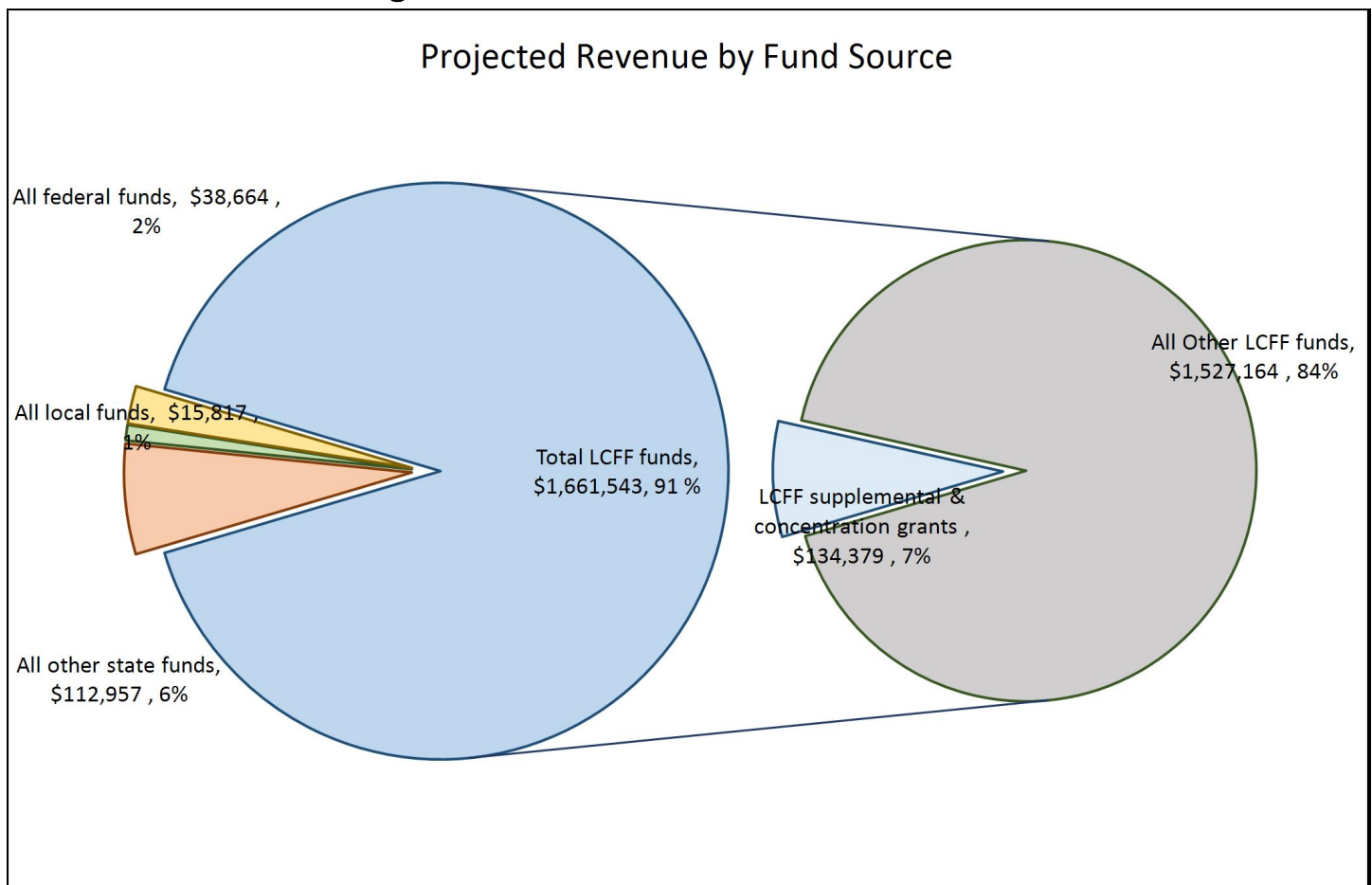Local Educational Agency (LEA) Name: Lake Elementary School District

CDS Code: 11625966007454

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

LEA contact information: Nikol Baker, Superintendent/Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $38,664, 2%

All local funds, $15,817, 1%

All other state funds, $112,957, 6%

Total LCFF funds, $1,661,543, 91%

All Other LCFF funds, $1,527,164, 84%

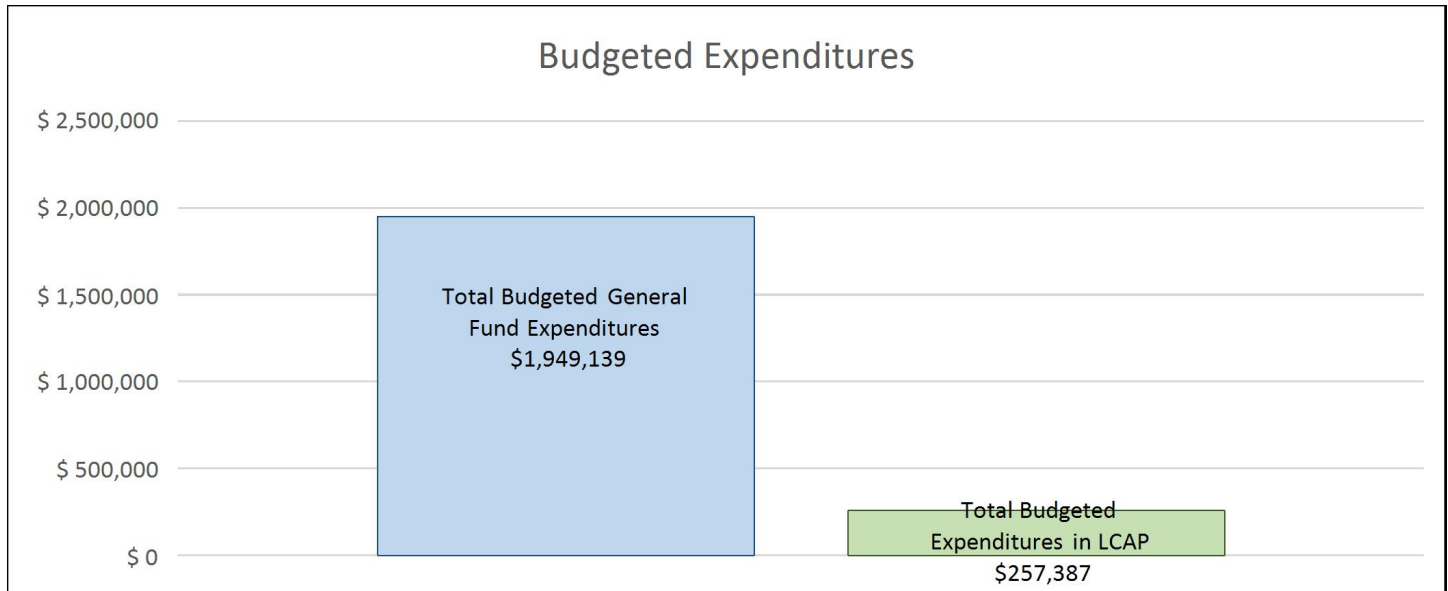LCFF supplemental & concentration grants, $134,379, 7%

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

The total revenue projected for Lake Elementary School District is $1,828,981, of which $1,661,543 is Local Control Funding Formula (LCFF), $112,957 is other state funds, $15,817 is local funds, and $38,664 is federal funds. Of the $1,661,543 in LCFF Funds, $134,379 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$1,949,139

Total Budgeted Expenditures in LCAP
$257,387

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

Lake Elementary School District plans to spend $1,949,139 for the 2019-20 school year. Of that amount, $257,387 is tied to actions/services in the LCAP and $1,691,752 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Recruiting, employing, and retaining highly qualified certificated and classified staff
Providing standards-aligned instructional materials and professional development
Providing a broad course of study covering all required academic subjects that support college and career readiness
Providing a comprehensive, research-based English Language Development (ELD) program; Special Education services; and alternative educational opportunities
Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness
Providing parents/guardians opportunities for meaningful engagement
Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
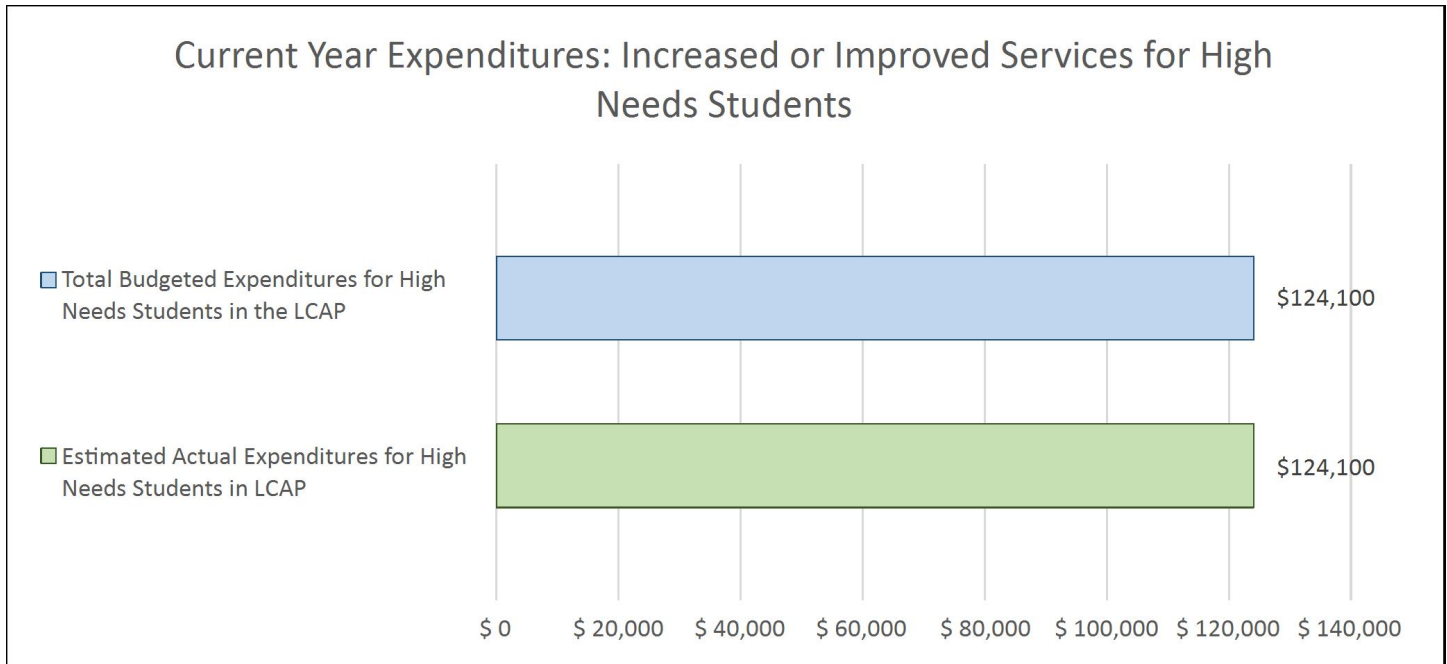Providing Educational Services, Human Resources, and Business Services

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

In 2019-20, Lake Elementary School District is projecting it will receive $134,379 based on the enrollment of foster youth, English learner, and low-income students. Lake Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lake Elementary School District plans to spend $134,379 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $124,100

Estimated Actual Expenditures for High Needs Students in LCAP — $124,100

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

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

In 2018-19, Lake Elementary School District's LCAP budgeted $124,100 for planned actions to increase or improve services for high needs students. Lake Elementary School District estimates that it will actually spend $124,100 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary
The Story

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 3 miles north of Orland in Glenn County. A K-8 district, Lake serves approximately 182 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 and music. An agreement with the Glenn County Office of Education helps to provide a special education resource teacher and 0.8 FTE paraprofessional, 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 47% participating in free and reduced lunch, 11.5% English learners, 10.4% of students receiving IEP services, and 48.4% males, 51.6% 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.

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.

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. As a financial hardship district, Lake Elementary is currently awaiting funding apportionments with the intent to begin both modernization and new construction projects in Winter 2020. In the meantime, the District is utilizing Prop 39 funding to support replacement of HVAC units on the main building, to be completed Summer 2019.

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 that include identifying resources that will be directed toward each of the State's eight priority areas. The goal-setting process is based on the school district's vision, mission, and values. 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.

In addition to the district-specific LCAP goals, during Spring 2017, the Board of Trustees identified the following actions that have been embedded into the LCAP:

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

With the aforementioned goals and actions outlined by the Board, refinements and features of this year's LCAP include specific actions outlined within the existing goals:

1. Conditions of Learning
a. Professional development focus on Universal Design for Learning (UDL)
b. Professional development focus on Multi-Tiered System of Supports

2. Pupil Outcomes
a. Increased teacher response to student data via Academic Enrichment opportunities for students in ELA and/or Mathematics
b. Continued development of Comprehensive Health Education Program
c. Increased teacher response to student data via use of Interim Assessment Block opportunities for students In ELA and Mathematics

3. Engagement
a. Phase 2 of implementation of social emotional program, Toolbox, that includes Parent Education Nights

Review of Performance

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

Greatest Progress

In regards to the Data Dashboard, in English Language Arts and Mathematics, both English Learners and Hispanic subgroups "Increased Significantly". Additionally, our White and Socioeconomically Disadvantaged students "Increased" in the area of Mathematics.

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

Technology upgrades over the past five years have established a 1:1 ratio of devices in grades 1-8 and a 2:1 ratio in kindergarten.

Identified as a need late in 2016, the community services activities that began two years ago increased in 2017-18. 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. This has continued into the 2018-19 school year and remain for future years.

Based on the above notables, we continue to be most proud of the positive and nurturing environment we provide to all students. It is the belief of Lake Staff that a strong school connectedness is in direct correlation to student recognition. Student successes are celebrated at monthly assemblies. Students of the Month were previously selected by classroom teachers based on Character Counts words (responsibility, respect, integrity, fairness, caring, honesty, integrity, courage, diligence, and citizenship). Students are now selected based on their observed application

of the 12 Toolbox Tools. Panther Pride recipients are equivalent to "caught being good awards" and are based on Lake's definition of Panther Pride: Being kind and helpful, having good sportsmanship, expecting success in themselves and believing in others as well as having pride in their school and community with the Lake Panther spirit. In addition to individual awards, beginning in 2015, classes are being recognized monthly for the highest attendance percentage. The winning class is presented with an Ironman Trophy to proudly display in their classroom for the month. The purpose of this award is to promote team spirit and maintain our high average daily attendance.

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

Greatest Needs

The Lake Elementary School District Dashboard indicates that there are no metrics where the district has an overall red, orange, or yellow 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. Of note, however, is the improvement in our socioeconomically disadvantaged students from orange in 2017 in both math and ELA to yellow in both math and ELA in 2018. The District does meet all local performance metrics.

In terms of student housing, 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 summer of 2019 and construction may begin in 2020.

Lake Elementary

Explore the performance of Lake Elementary under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2018

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Green	Blue	No Performance Color	Green

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent Engagement
Blue	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

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

Performance Gaps

As outlined on the Student Group Report below, an identified need is to close the gap in ELA and Mathematical achievement for our Socioeconomically Disadvantaged students. Additionally, suspension rates for this subgroup have been noted by staff and administrator.

Action Steps outlined within the LCAP to increase achievement in mathematics is to perform a regular analysis of local assessments (iReady math, iReady Reading, curriculum assessments) and to use those assessment results to inform instruction. In Winter 2018, teaching staff were introduced to the Smarter Balanced Digital Library as well as the Interim Assessment Blocks (IABs). The IABs provided information that was used to monitor student progress towards mastery of the standards. At the class level, this report displayed 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, the IAB results assisted teachers in identifying common errors and misconceptions that guided 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. Teaching staff found these assessments valuable. Planning time in June 2018 was used to create a scope and sequence of implementation of IABs in the 2018-19 school year. IABs were implemented in grades 3-8 in Trimester 3 of 2019-20.

Lake Elementary (Glenn County, CA)

Reporting Year: 2018 ⇕

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Blue	None	None	Green	Blue
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Blue	Orange	None	None	Yellow	Yellow
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Yellow	None	None	Blue	Blue
Two or More Races	None	None	None	None	None	None

Comprehensive Support and Improvement

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

Schools Identified

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

None identified.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **18-19** 1.1 SARC Report: 100% teachers with full credential and appropriately assigned. **Baseline** 1.1 SARC Report: 100% teachers with full credential and appropriately assigned.	1.1 MET 100% teachers with full credential and appropriately assigned
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **18-19** 2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance **Baseline** 2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance	2.1 MET Resolution approved at September 18, 2018, Board Meeting

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

18-19
3.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated:

ELA: Maintain 110% Full Implementation
ELD: 85% Full Implementation
Math: 90% Full Implementation
NGSS: 95% Full Implementation
History/SS: 50% Full Implementation

3.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas:

ELA: Maintain 100% Full Implementation
ELD: 80% Full Implementation
Math: 95% Full Implementation
NGSS: 50% Full Implementation
History/SS: 50% Full Implementation

3.3 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:

ELA: Maintain 90% Full Implementation
ELD: 80% Full Implementation
Math: 90% Full Implementation
NGSS: 70% Full Implementation
History/SS: 60% Full Implementation

Baseline
3.1 Rating district's progress in providing professional learning for teaching in the following content areas:

ELA: 62.5% Full Implementation
ELD: 62.5% Full Implementation
Math: 75% Full Implementation
NGSS: 25% Full Implementation
History/SS: 42.9% Full Implementation

3.1 Providing professional learning for teaching
MET ELA at 100% Full Implementation
MET ELD at 85% Full Implementation
MET Math at 90% Full Implementation
MET NGSS at 95% Full Implementation
MET History/SS at 50% Full Implementation

3.2 Providing instructional materials in classrooms
MET ELA at 100% Full Implementation
MET ELD at 85% Full Implementation
MET Math at 100% Full Implementation
NOT MET NGSS at 25% Full Implementation, yet exceeded baseline of 12.5%
NOT MET History/SS at 13% full implementation, slight decrease from 14.3% baseline

3.3 Implementing programs to support staff in improvement of instruction
NOT MET ELA at 75% Full Implementation
NOT MET ELD at 57% Full Implementation
NOT MET Math at 75% Full Implementation
NOT MET NGSS at 50% Full Implementation
NOT MET History/SS at 50% Full Implementation

Expected	Actual
3.2 Rating district's progress in providing instructional materials in all classrooms in the following content areas: ELA: 62.5% Full Implementation ELD: 37.5% Full Implementation Math: 37.5% Full Implementation NGSS: 12.5% Full Implementation History/SS: 14.3% Full Implementation 3.3 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: ELA: 62.5% Full Implementation ELD: 50% Full Implementation Math: 50% Full Implementation NGSS: 25% Full Implementation History/SS: 0% Full Implementation	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **18-19** 4.1 Maintain RFEP rate at 20% **Baseline** 4.1 District RFEP students was 19.4% (6 students) in 2016-17; 0% (0) in 2015-16; 16.7% (4 students) in 2014-15	4.1 MET Goal was to maintain RFEP at 20%, actual reclassification rate as of September 2018 was 21%
Metric/Indicator Priority 7: Local Metric/A broad course of study **18-19** 5.1 Electives to include academic enrichment for students in grades 4-8 **Baseline** 5.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17	5.1 MET Electives during Trimesters 2 and 3 included academic enrichment for students grades 4-8 as indicated by the Trimester 3 and 4 sign-up formsOur site
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **18-19** 6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	6.1 MET As measured by May 2018 FIT, heating and cooling systems received a "GOOD" rating

Expected	Actual
Baseline 6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **18-19** 7.1 ELs to increase 5 points on the Dashboard in both ELA and Mathematics **Baseline** 7.1 Increase Dashboard Status in both ELA and Mathematics from "Low" to "Medium" Need measurable outcome/baseline data of "programs and services that enable ELs to access core and ELD standards"	7.1 NOT MET in ELA as English learners declined 6.9 points; NOT MET in Math as English learners declined 10.9 points

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1.1 Maintain teacher leader positions	1.1.1 Maintained teacher leader positions in areas of NGSS, Data, LCAP, ELPAC, Toolbox	Teacher Leader Stipends 1000-1999: Certificated Personnel Salaries Base 16,000	Teacher Leader Stipends 1000-1999: Certificated Personnel Salaries LCFF Base 16,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1.1 Attend local professional development: GCOE Common to the Core science workshop 2.1.2 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies	2.1.1 Classified and Certificated Staff attended GCOE's Common to the Core workshops 2.1.2 Minimum days were utilized to discuss NGSS, yet not to the depth anticipated	Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300 Minimum Days Collaboration no cost	Professional Development Registration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 760 Minimum Days Collaboration no cost

2.1.3 Purchase relevant science materials 2.1.4 NGSS Lead Teacher to assist in implementation of piloted NGSS curriculum	2.1.3 Science materials were purchased by request, particulalry for grades 6-8 2.1.4 NGSS Lead Teacher has provided support to staff regarding implementation	NGSS Lead 1000-1999: Certificated Personnel Salaries Base 1500	NGSS Lead 1000-1999: Certificated Personnel Salaries LCFF Base 1,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas	3.1.1 When requested, teachers were supported in requesting professional development regarding standards and/or curriculum implementation	Professional Development for Standards 5800: Professional/Consulting Services And Operating Expenditures Base 12,000	Professional Development for Standards 5000-5999: Services And Other Operating Expenditures Other 2,967

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1.1 Identify and communication reclassification goals with teaching staff (ELPAC Coordinator) 4.1.2 Utilize Minimum Days to review, discuss, and plan implementation of California English Language Development Standards across all grade levels 4.1.3 Purposeful classroom assignment of bilingual aide	4.1.1 Utilized suggested state resource that outlined the transition to ELPAC and how we identify reclassification at our school site 4.1.2 Did not occur as focus changed to identifying K-8 writing standards and our expectations from one grade level to the next 4.1.3 In place	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Supplemental 1500	ELPAC Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,500
		Utilize Minimum Days for collaboration	Utilize Minimum Days for Collaboration no cost
		Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 15750	Bilingual Aide SELPA 7000-7439: Other Outgo LCFF Base 15,750

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1.1 Maintain electives courses for students in grades 4-8; Academic Enrichment will be provided to students in both ELA and math based on student data	5.1.1 Maintaied Academic Enrichment in Trimesters 2 and 3 for grades 4-8	Credential Teacher Duties (included in salary) 1000-1999: Certificated Personnel Salaries Base none, within teaching assignment	Credential Teacher Duties (included in salary) 1000-1999: Certificated Personnel Salaries LCFF Base none, within teaching assignment
		Electives materials and supplies through REAP 4000-4999: Books And Supplies Federal Funds 5000	Electives materials and supplies through REAP 4000-4999: Books And Supplies Federal Funds 7,058

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.1.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually 6.1.2 Per FIT Report, monitor leaking ceiling in cafeteria 6.1.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money)	6.1.1 HVAC filters were monitored and cleaned 6.1.2 Monitoring cafeteria ceiling during a very rainy season identified no more leaks 6.1.3 Dry rot still a problem, yet construction is imminent, so current status is a hold on fixing the issue	Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base	Custodial Duties 2000-2999: Classified Personnel Salaries LCFF Base

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1.1 Utilize MTSS funding in order for teachers to participate in UDL training with the intent of implementing the three principles of UDL: 1, provide multiple means of representation, 2. provide multiple means of action and	7.1.1 At the end of 2018-19, the administrator and 70% of teaching staff will have attended UDL training	MTSS Professional Development 5000-5999: Services And Other Operating Expenditures Other $16,800	MTSS and UDL Professional Development 5000-5999: Services And Other Operating Expenditures Other 12,000

| expression, 3. and provide multiple means of engagement | |

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 were implemented effectively as evidenced by the following:

1.0 100% of our teachers continue to be appropriately accredited through the Commission on Teacher Credentialing. Teacher Leader positions were maintained. Two highly impactful positions are the Data Lead and the LCAP Lead. Year 2 of adding the Data Lead position has continued to provide us with a more focused approach regarding student data. The school-wide data conversations have guided us in identifying academic-aligned supports for students outside their core instruction. Additionally, certificated staff is collaborating to develop local norms across writing, reading, and mathematics. This collaborative effort is identifying strengths and weaknesses regarding instructional approaches with students. The LCAP Lead provides a focused direction when aligning goals and actions/services to meeting agenda items, specifically during staff meetings and School Site Council meetings. This focused approach helps keep the LCAP goals on track and a more meaningful document.

2.0 NGSS implementation scored lower than expected on the teacher survey. While only 25% of the teaching staff feel NGSS is being fully implemented at the site, that exceeded our baseline data of 12.5% two years ago. The data suggests we are making progress implementing NGSS at our site, yet at a slower than anticipated pace.

3.0 Teacher survey results indicate we did not meet our goal across all content areas - ELA, ELD, Math, NGSS, History/SS - to implement programs to support staff in identifying areas wherey they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks. However, our results are higher that the baseline data collected in 2017-18. It is the LCAP's team determination that we set our target to high as we have still made growth in all those areas since 2017-18. The district continues to value professional learning in all areas - behavior, content, pedagogy, etc. Receiving the MTSS grant provided additional financial support that allowed teachers to attend professional learning throughout the school year. These funds will continue to be utilized in Years 2 and 3 of the grant in order to meet our content area goals.

4.0 District personnel attended training in order to make a smooth transition from CELDT to ELPAC. This transition included continued conversations with classroom teachers regarding our local re-designation process. An area in which we still need to provide focus is the successful implementation of the ELD standards. While we have been intentional with the academic supports provided by our bilingual aide, our discussion across grade levels of the ELD standards has not occurred. One positive, however, is our K-4 ELA curriculum provides strong ELD supports, many of which our classroom teachers are able to provide due to the ELA structure in those classrooms.

5.0 With the addition of a Data Lead in 2017-18, we continue to be intentional at monitoring student data and having school-wide data conversations. We were able to continue to identify academic-aligned supports for students outside their core instruction through academic enrichment.

6.0 While our aging facilities continue to require various maintenance upgrades, we are able to keep the HVAC systems running and in good condition by annual cleaning and maintenance.

7.0 MTSS funding allowed 90% of our teaching staff and 100% of administrative staff to attend UDL training this year. UDL training, along with the implementation of the MTSS framework, will assist the district in removing barriers to learning in order to give all students equal opportunities to succeed.

Overall, piloting NGSS curriculum, keeping current with technology and best practices, supporting staff in relevant professional development, and maintaining 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 along with weekly staff meeting discussions verified that professional learning specific to Universal Design for Learning (UDL) attended by staff has been implemented in classrooms; these areas include feedback on classroom instruction specific to UDL strategies, as well as the effective application of technology as a learning tool, and continued analysis of facilities. Teacher feedback regarding continued implementation of the Daily 5 ELA structure in grades K-4 identify student growth as a result of differentiated instruction. Results from teacher surveys indicate we continue to make positive strides in ELA, ELD, and math in providing appropriate instructional materials and professional learning for staff in all content areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 3.0 only $2,967 was expended of the $12,000 budget. This was due to trainings occurring during minimum days and conferences to be attended in the 19/20 year. Action 7 had a budgeted amount of $16,800 but only $12,000 was spent as this grant will be fully expended in the 19/20 year.

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.

Two significant changes made to this goal include: (1) utilizing minimum days to discuss NGSS implementation and (2) utilizing minimum days to review, discuss, and plan implementation of CA ELD standards.

Time was the common denominator with both changes listed above. Excited to have every Wednesday as a minimum day for the first time in the school's history, we were overzealous with the expectations of that time. As we continue to focus on student data and collaborating to move students forward, we did not allocate time specifically to NGSS or ELD standards implementation. (Goal 1, Actions/Services 2.1.2 and Action/Services 4.1.2)
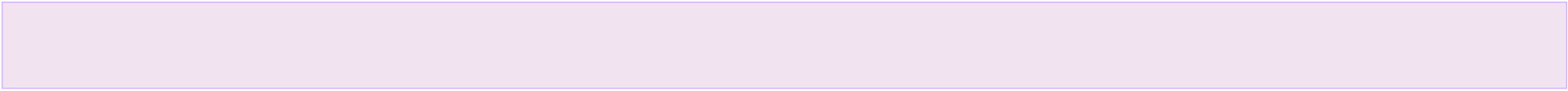
Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **18-19** 1.1 Increase total Standard Exceeded or Met by 5%; from 60% to 65% **Baseline** 1.1 2015-16 ELA CAASPP results: 17% Standard Exceeded, 33% Standard Met, 23% Standard Nearly Met, 27% Standard Not Met; (50% Standard Exceeded or Met)	1.1 NOT MET Standard Exceeded and Met for 2018 SBAC ELA was 54.7%
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **18-19** 1.2 Increase total Standard Exceeded or Met by 10%; from 50% to 60% **Baseline** 1.2 2015-16 Mathematics CAASPP results: 15% Standard Exceeded, 24% Standard Met, 35% Standard Nearly Met, 27% Standard Not Met; (39% Standard Exceeded or Met)	1.2 NOT MET Standard Exceeded and Met for 2018 SBAC Mathematics was 49.58%

Expected	Actual
Metric/Indicator 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.) **18-19** 1.3 Increase 5th Grade total Advanced or Proficient by 5%; from 78% to 83% **Baseline** 1.3 2016 Science CAASPP results: 5th Grade: 17% Advanced, 56% Proficient, 17% Basic, 11% Below Basic, 0% Far Below Basic (73% Advanced or Proficient)	1.3 No results to report from CAST 2019
Metric/Indicator 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.) **18-19** 1.4 Increase 8th Grade total Advanced or Proficient by 10%; from 40% to 50% **Baseline** 1.4 2016 Science CAASPP results: 8th Grade: 0% Advanced, 26% Proficient, 68% Basic, 0% Below Basic, 5% Far Below Basic (26% Advanced or Proficient)	1.4 No results to report from CAST 2019
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **18-19** 2.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 2 **Baseline** 2.1 2016-17 At-Risk 4-5 Years was 3; LTEL 6+ years was 5	2.1 NOT MET At-Risk 4-5 years is six (6) students in 2018-19; MET LTEL 6+ Years with zero (0) students in 2018-19
Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates **18-19** 2.2 Determine growth goal as related to baseline determined in Spring 2018 **Baseline** 2.2 Maintain a positive Performance Level change as determined by the "CELDT Growth Over 2 Years By Class With Summary" in SchoolWise	2.2 NOT MET Transitioning to ELPAC
Metric/Indicator	2.3 MET Students redesignated as Fluent English Proficient was 21%

Expected	Actual
Priority 4: State Indicator/Academic Indicator/Reclassification rates **18-19** 2.3 Maintain Students Redesignated FEP at 20% **Baseline** 2.3 2016-17 Students Redesignated FEP was 19.4% (6 students)	
Metric/Indicator 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.) **18-19** 3.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 55% 3.2 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 3% to 75% **Baseline** 3.1 2016 PFT results indicated 47.4% of 5th graders meet 5 of 6 fitness standards 3.2 2016 PFT results indicated 70.6% of 7th graders meet 5 of 6 fitness standards	3.1 MET 68% of 5th graders met 5 or more of the 6 fitness standards 3.2 MET 82.3% of 7th graders met 5 or more of the 6 fitness standards

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1.1 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	1.1.1 Analysis of CAASPP data has identified K-8 writing goals 1.1.2 Alignment of IABs to ELA curriculum was done after Data Lead attended a CAASPP	Minimum Days collaboration no cost	Minimum Days Collaboration no cost
		Data Lead Stipend 1000-1999: Certificated Personnel Salaries Base 1500	Data Lead Stipend 0001-0999: Unrestricted: Locally Defined LCFF Base 1,500

1.1.2 Staff will align IABs to curriculum assessments, implement IABs (Interim Assessment Blocks) to students in grades 3-8, and utilize the Digital Library Playlist to assess and support growth toward ELA claims: reading, listening, writing, research/inquiry

1.1.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Reading and celebrate student growth at relevant monthly student assemblies

Academy; IABs are implemented in Trimester 3; Digital Library was presented to teachers as a follow-up to the CAASPP Academy

1.1.3 Students were celebrated for their growth in iReady at Grandparents Day

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2.1 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 1.2.2 Staff will align IABs to curriculum assessments, implement IABs (Interim Assessment Blocks) to students in grades 3-8, and utilize the Digital Library Playlist to assess and support growth toward mathematical claims: concepts and procedures, problem solving and	1.2.1 Analysis of CAASPP has identified mathematical gaps school-wide 1.2.2 Alignment of IABs to mathematics curriculum was done after Data Lead attended a CAASPP Academy; IABs are implemented in Trimester 3; Digital Library was presented to teachers as a follow-up to the CAASPP Academy 1.2.3 Students were celebrated for their growth in iReady at Grandparents Day	Minimum Days collaboration no cost See 1.0.1 1000-1999: Certificated Personnel Salaries Base 5,000	Minimum Days Collaboration no cost iReady recognition awards 4000-4999: Books And Supplies LCFF Base 500

modeling and data analysis, and communicating reasoning

1.2.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Mathematics and celebrate student growth at relevant monthly student assemblies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade	1.3.1 Focus on ELA and mathematics did not allow time to focus on science, although NGSS lead did meet with 5th grade staff to identify science content implementation	Minimum Days Collaboration no cost	Minimum Days Collaboration no cost
1.3.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 5th grade	1.3.2 Focus on ELA and mathematics did not allow time to focus on science, although NGSS lead did meet with 5th grade staff to identify science content implementation	Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300	Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies LCFF Base 381

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 8th grade	1.4.1 Focus on ELA and mathematics did not allow time to focus on science, although NGSS lead did meet with 5th grade staff to identify science content implementation	Minimum Days Collaboration no cost	Minimum Days Collaboration no cost
1.4.2 Staff to analyze CAST data to determine science content goals		Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base see 1.0.3	Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies LCFF Base see Action 3

in order to meet overall growth goal for 8th grade	1.4.2 Focus on ELA and mathematics did not allow time to focus on science, although NGSS lead did meet with 5th grade staff to identify science content implementation

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1-3.1 Purposeful classroom assignment of bilingual aide 2.1-3.2 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 2.1-3.3 As appropriate, attend ELD standards professional development 2.1-3.4 Purposeful planning of utilizing bilingual aide to support integrated ELD instruction for 85% of the EL student population.	2.1-3.1 Expanded the bilingual aide role by contracting with the county office of education in which this position also supports students with disabilities 2.1-3.2 ELPAC Coordinator communicated reclassification goals with teaching staff as we made the transition from CELDT to ELPAC 2.1-3.3 Bilingual Aide attended ELD training 2.1-3.4 Schedule allows for appropriate EL support	Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 14,183 Minimum Day Collaboration no cost ELD Standards Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Bilingual Aide Salary 7000-7439: Other Outgo LCFF Supplemental and Concentration 14,183 Minimum Days Collaboration no cost ELD Standards Professional Development did not attend

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2.1 In order to maintain and increase growth within the EL population, UDL training and	2.2.1 By the end of April 2019, 89% of teaching staff will have attended a UDL training, in addition to the administrator. UDL		MTSS and UDL Professional Learning 5800: Professional/Consulting Services

| integrated EL instruction will be implemented. | implementation has begun in various grade levels and will continue. | | And Operating Expenditures Other 1,000 |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1.1 Implement physical education standards as outlined in the Physical Education Model Content Standards in order to provide skills for students to adopt a physically active, healthy lifestyle (purchase PE curriculum) 3.1.2 School Site Council to engage with school staff and parents in roles that help and support implementation of the board-approved comprehensive school health program 3.1.3 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 3.1.4 Provide healthy snack to all students in grades K-3 3.1.5 Continue to plan, develop, and implement Comprehensive Health Education Program, to include grade-appropriate dental, hygiene, puberty, and sex education lessons	3.1.1 PE curriculum was purchased in spring 2018 3.1.2 School Site Council did not engage in conversations of the comprehensive school health program as the Safe School Plan became a priority 3.1.3 Panther on the Prowl continues to be implemented annually in the spring 3.1.4 K-3 Healthy Snack Program is in place 3.1.5 Developing Comprehensive Health Education Program is a work-in-progress. Hygiene, puberty and sex education lessons have been implemented in the appropriate grades. Dental lessons continues to be a struggle as we identify agency and/or curriculum to implement.	PE curriculum and supplies 4000-4999: Books And Supplies Base 5,200 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Base 200 Healthy Snacks 5000-5999: Services And Other Operating Expenditures Base 3,000	PE curriculum 4000-4999: Books And Supplies Federal Funds 2,091 Panther on the Prowl T-shirts paid out of Student Body 4000-4999: Books And Supplies Locally Defined 200 Healthy Snacks paid in Cafeteria with Fund 1 contribution 4000-4999: Books And Supplies LCFF Base 3,000 PE supplies 4000-4999: Books And Supplies LCFF Base 362

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.

1.0 (Reading) and 2.0 (Math) Many minimum day Wednesdays are spent collaborating with student data specific to CAASPP and alignment with iReady reports. These conversations have provided K-2 teachers with the opportunity to backwards map the standards in order to adequately prepare students for their initial CAASPP in third grade. The primary teachers are taking ownership of their responsibility to prepare students for the state assessment and it has led to rich discussions around effective pedagogy. The Data Lead and administrator attended a state-sponsored CDE Assessment Academy. The information gleaned from this academy provided talking points regarding IABs (interim assessment blocks) and the effective use of the Digital Library. In addition to recognizing students at Grandparents Day for their growth in iReady math and reading, students celebrated school-wide growth in iReady math and reading with a movie morning. Lastly, in regards to data, teacher survey results indicate we did not meet our goal across all content areas - ELA, ELD, Math, NGSS, History/SS - to implement programs to support staff in identifying areas wherey they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks. However, our results are higher than the baseline data collected in 2017-18. It is the LCAP's team determination that we set our target too high as we have still made growth in all those areas since 2017-18.

3.0 and 4.0 (5th grade and 8th grade CAST) The CAST data was difficult to assimilate and did not provide us with data of which we could effectively utilize. Teachers are using the CAST training and practice tests within the 5th and 8th grade classrooms.

5.0 With the implementation of the MTSS framework as well as UDL training, we have been able to provide more push-in support services, one of which includes push-in services provided by our bilingual aide position. This service has provided integrated ELD intruction for 85% of our EL population. There is still a need for all staff - certificated and classified - to attend ELD professional development specific to implementation of the ELD standards.

6.0 With 90% of the staff attending UDL training in current year, we have been able to implement UDL practices school-wide.

7.0 We are taking a whole-school approach to support students focus on their fitness in and out of the classroom. With the loss of our PE teacher this year, teachers met to identify a school-wide curriculum. Two initiatives are still in place: Panther on the Prowl and the K-3 Snack program. Updating our Comprehensive Health Education Program is still a work-in-progress within School Site Council.

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

While overall it appears many of the Annual Measurable Outcomes were not met, the Dashboard results tell a much different story. While we struggled to achieve our outcomes regarding CAASPP, we saw some significant gains on the Dashboard in both ELA and

Mathematics. As a district, we increased 14.5 points in ELA from 2018 and 18 points in math from 2018. The socioeconomically disadvantaged subgroup increased 15.8 points as well, which represents nearly 50% of students who test.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 2.1 certificated staff salary was not included as it was not above regular pay because it was on minimum days. Action 2.2 some training did occur and the cost associated was given. Action 3.1 had about $3,000 less in expenditures than what was originally budgeted.

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.

In order to increase student academic achievement, the district made the following change to its support mechanisms:

1) Recognizing academic growth, as outlined in iReady data, at a school-wide assembly and hosting a "movie morning" for the entire K-8 student body as a way to recognize the iReady growth in both math and reading (Goal 2, Actions/Services 1.1.3 and 1.2.3)
2) Implementing Interim Assessment Blocks (IABs) to help prepare students for the CAASPP assessment as well as provide teachers with formative assessment to drive future instruction (Goal 2, Actions/Services 1.2.2 and 1.1.2)
3) Identifying two possible physical education curricula for addressing physical health as part of the larger development of a comprehensive health program (Goal 2, Actions/Services 3.1.1)
4) Piloting a MTSS referral process, which incorporated professional development in UDL principles (Goal 1, Actions/Services 7.1.1)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
               Priority 5: Pupil Engagement (Engagement)
               Priority 6: School Climate (Engagement)
               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **18-19** 1.1 Increase survey response by 5% from 60% to 65% **Baseline** 1.1 Parent Survey distributed August 2016 in paper copy received 34 responses, 30% response rate of 112 families.	1.1 NOT MET Survey response decreased from 60% to 42%.
Metric/Indicator Priority 3: Local Indicator/Promotion of Parental Participation **18-19** 1.2 Increase family attendance from the previous (2016-17) English Learner Banquet by 10% from 63% to 73% **Baseline** 1.2 In 2017, 8 of 15 families (53%) attended the English Learner Banquet held to recognize reclassified students	1.2 NOT MET Attendance decreased from 63% to 42%.

	Expected	Actual
	Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **18-19** 2.1 Increase ADA 1% to 98% **Baseline** 2.1 Baseline ADA for 2017 P2 was 96.97%	2.1 NOT MET ADA at 96.75%
	Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **18-19** 3.1 Maintain chronic absenteeism to 1% **Baseline** 3.1 Baseline chronic absenteeism for 2017 at P2 was 4 students, 2%	3.1 MET Chronic absenteeism maintained at 1%.
	Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **18-19** 4.1 Maintain low drop out rate of 0% **Baseline** 4.1 Baseline dropout rate for 2017 was 0%	4.1 MET Drop out rate has maintained at 0%.
	Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **18-19** 5.1 Maintain low suspension rate of 1% or lower; maintain blue status on Dashboard for all students **Baseline** 5.1 Baseline suspension rate for 2017 was 1 student or 0.5%	5.1 MET Suspension rate is currently at 0%.
	Metric/Indicator Priority 6: Local Metric/Expulsion rate **18-19** 6.1 Maintain expulsion rate at 0% **Baseline** 6.1 Baseline expulsion rate for 2017 was 0%	6.1 MET Expulsion rate has maintained at 0%.
	Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **18-19**	7.1 MET Each grade level is implementing and/or participating in a service learning project.

Expected	Actual
7.1 Maintain grade level community service learning projects by implementing the five Stages of Service Learning. **Baseline** 7.1 Each grade level will identify one instructional activity that aligns with the definition of service learning and perform that service in the community, as applicable.	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **18-19** 8.1 Maintain 100% participation and expand to include students in third grade. 8.2 Maintain 100% participation and expand to include students in third grade. 8.3 Increase student participation from 90% to at least 95%. 8.4 Maintain 100% participation. 8.5 Expand program offerings to include trimester poultry service learning projects. **Baseline** 8.1 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 participated in their IEP meetings. 8.2 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 advocated for preferred accommodations and modifications for educational/social /emotional success at their IEP meetings. 8.3 In the 2016-17 school year, 88% of students with exceptional needs in grades 2-8 participated in four days of off-site experiential learning with the intent to increase exposure to a variety of career pathways. 8.4 In the 2016-17 school year, 100% of students with exceptional needs in grades 6-8 led their student IEP meetings using a multimedia presentation and sharing a virtual portfolio.	8.1 MET Students (third grade and up) with IEPs are participating in their IEPs by completing interest inventories and interviews 8.2 MET Students (third grade and up) with IEPs are advocating for supports in their IEPs by completing interest inventories and interviews 8.3 MET 100% of students with exceptional needs participated in at least one out of five days of off-site experiential learning 8.4 MET 100% of students (fifth grade and up) with IEPs are leading their meetings using digital presentations 8.5 MET All students with exceptional needs were offered weekly access to the garden and completed at least three service learning activities

Expected	Actual
8.5 In the 2016-17 school year, students with exceptional needs in grades K-8 were offered weekly access to gardening practices in the school's garden and three trimester service learning projects were completed	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1.1 Distribute parent survey in November during Parent Teacher Conferences 1.1.2 As follow-up to 2017-18 survey, provide continued monitoring of drop-off and pick-up locations	1.1.1 Parent Survey Distributed in November. 1.1.2 Drop-off and pick-up locations were monitored.	SchoolWise 5000-5999: Services And Other Operating Expenditures Base 2,600	SchoolWise 5000-5999: Services And Other Operating Expenditures LCFF Base 2,600

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences 2.1.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake	2.1.1 SIS letters were mailed every trimester. 2.1.2 4H's are observed when greeting students. 2.1.3 Students are greeted by name. 2.1.4 Panther Pride nominations are observed at monthly assemblies.	Postage 5900: Communications Base 50 Panther Pride certificates and awards 4000-4999: Books And Supplies Base 200 Parent workshop materials for Toolbox 4000-4999: Books And Supplies Supplemental 5,100	Postage 5900: Communications LCFF Base 50 Panther Pride certificates and awards 4000-4999: Books And Supplies LCFF Base 200 Parent workshop materials for Toolbox 4000-4999: Books And Supplies LCFF Supplemental and Concentration 200

2.1.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.1.4 Continue Panther Pride nomination and recognition as monthly assemblies 2.1.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.) 2.1.6 Provide catered dinner Toolbox training for parents.	2.1.5 Students provide input regarding school activities through student government. 2.1.6 Catered dinner was provided for Toolbox trainings.	Field trip expenses (bus, driver, mileage) 2000-2999: Classified Personnel Salaries Base 5,000	Field trip expenses (bus, driver, mileage) 2000-2999: Classified Personnel Salaries LCFF Base 5,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1.1 Support parents through School Attendance Review Board	3.1.1 Parents are supported through SARB letters.	no cost	Postage 5900: Communications LCFF Base 10

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1.1 Maintain communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings 4.1.2 Include communication regarding professional development topics at minimum day meetings and student learning on minimum days.	4.1.1 Communication is maintained via a variety of mediums. 4.1.2 Communication occurs from each teacher.	Postage 5900: Communications Base 50	Postage 5900: Communications LCFF Base 200

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1.1 Post Behavior Matrix in classrooms and main buildings 5.1.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year 5.1.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix with both the students and parents 5.1.4 Maintain part-time mental health clinician position	5.1.1 Behavior matrix is posted in classrooms and main buildings. 5.1.2 Teachers reviewed discipline policy matrix at the beginning of the year. 5.1.3 Principal communicates progression and consequences using the discipline policy matrix. 5.1.4 Part-time mental health clinician has been maintained.	Replacements as needed for Behavior Matrix 4000-4999: Books And Supplies Base 100 Part-time mental health clinician 2000-2999: Classified Personnel Salaries Supplemental 4,000	Replacements as needed for Behavior Matrix 4000-4999: Books And Supplies LCFF Base 100 Part-time mental health clinician 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.1.1 Maintain communication with families regarding behavior, attendance, academics 6.1.2 Identify resources outside the school for families to contact	6.1.1 Communication has been maintained regarding behavior, attendance, academics. 6.1.2 Outside resources were shared, as applicable, at SST meetings.	no cost	Phone calls no cost

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1.1 Continued identification and participation of community service activities for all students, include academic and SEL standard(s) activity incorporates.	7.1.1 Community service activities are being implemented; however, academic and SEL standards are not yet intentionally identified.	Bus Driver 5000-5999: Services And Other Operating Expenditures Base 1000	Bus Driver 5000-5999: Services And Other Operating Expenditures LCFF Base 1,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.1.1 Implement 30 minutes of weekly portfolio development, goal reflection, data tracking, and discussion of progress toward goals in grades 3-8. 8.2.1 Continue implementing personal communication passport workshop for students in grades 3-8 and encourage students to refer to their passport during weekly goal reflection. 8.3.1 In the spring, have students in grades 2-8 recount/create a multimedia presentation of one of the field trip experiences in the Learning Center. 8.4.1 Maintain daily implementation of Franklin Covey's Leader in Me program for developing leadership habits and providing annual incentives. 8.5.1 Implement three additional poultry service learning projects: Summer Story Time with Silkie Chickens, Fall Food Menu features egg dishes, Spring Chick Fundraiser Sales	8.1.1 Grades three, four, and six have piloted goal reflection and data tracking within their classroom as part of a school wide initiative. 8.2.1 Piloting classrooms are reflecting on goal progress every month. 8.3.1 Students in grades 6-8 created a slideshow of their favorite field trip. 8.4.1 Students were awarded annual incentives during the third trimester. 8.5.1 Three additional poultry service learning projects were implemented in the summer, fall, and spring.	Incentives, Workability Field Trips 4000-4999: Books And Supplies Base 1200	Incentives, Workability Field Trips 4000-4999: Books And Supplies LCFF Base 1,200

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.

In order to provide a safe, supportive, and nurturing environment for students and their families, all of the following planned actions and service were implemented.

1.0 One survey was distributed during Parent/Teacher conferences. The percentage of parent surveys completed was 42% (51/120). This is the lowest participation response to date. The decrease in participation is likely due to the one day school closure, which emanated from the Camp Fire. Acting Governor Newsom declared a State of Emergency Declaration in Butte County. Given Glenn County's proximity to Butte County, the air quality was hazardous and many of the district's stakeholders were impacted by homelessness and trauma. All these factors account for the low participation in the parent survey.

2.0 Attendance notification letters were distributed in November.
Staff are observed to be using the 4H's when greeting students.
Staff are observed greeting students by name.
Students are nominated and recognized at monthly assemblies for positive character traits, Panther Pride, and use of tool box tools.
Students provided input for school activities through student leadership team meetings as well as completion of a LCAP survey.
Students meet monthly in a student leadership group to provide input regarding school activities. Additionally, students are now leading portions of assemblies as well as service learning activities, such as fundraisers.
Catered dinner and childcare were provided for Toolbox training in September and November.

3.0 SARB review is conducted monthly.

4.0 A variety of communication mediums were used again this school year. The district uses the school's website, Facebook, remind app, phone calls, memos, and meetings to involve all stakeholders. Agendas are posted on the school's website and school office. Weekly letters, memos, and phone calls are made using an automated system called remind. Additionally, monthly meetings are held through school assemblies, parent teacher organization meeting, school site council, teacher conferences, SST meetings, IEP meetings, and 504 meetings are held each trimester to communicate progress regarding behavior, attendance, and academics. In response to the newly implemented weekly minimum days, each teacher communicated with families, using the Remind app, regarding the professional development topic.

5.0 Copies of the Behavior Matrix were referred to in the classrooms and cafeteria during parent teacher conference week. Teachers continued to review the Discipline Policy Matrix with students on the first day of school at the beginning of the school year. The

principal continues to follow the Progressive Discipline Matrix, found on page 6 of the Student Handbook, when students are sent to the office. Education Code prohibits the principal from communicating with others than those involved of the discipline status of a student. A part-time mental-health clinician continues to be retained. She continues to provide services to eligible students identified through the Student Success Team referral process.

6.0 A list of outside mental health resources continues to be offered to parents on an as needed basis during parent teacher conferences and SST/504 meetings.

7.0 All grade levels have identified and participated in community service activities. However, staff have yet to identify the academic and SEL standard(s) an activity incorporates.

8.0 Grades three, four, and six have piloted goal reflection and data tracking within their classroom every month as part of a school wide initiative. As a result, the learning center has reduced weekly portfolio development to student goal reflection, data tracking, and discussion of progress toward goals every trimester. Students with exceptional needs in grades 6-8 created a slideshow of their favorite field trip. Annual incentives were awarded to the students demonstrating Franklin Covey's 8 leadership habits during the third trimester. In addition to students having weekly access to gardening practices, students participated in three additional poultry service learning projects-one in the summer, fall, and spring.

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

1) Parent feedback provides information and guidance to the district, specifically regarding engagement and school climate. A survey was distributed during Parent/Teacher conferences. The percentage of parent surveys completed was 42% (51/120). This is the lowest participation response to date. The decrease in participation is likely due to the one day school closure, which emanated from the Camp Fire. Acting Governor Newsom declared a State of Emergency Declaration in Butte County. Given Glenn County's proximity to Butte County, the air quality was hazardous and many of the district's stakeholders were impacted by homelessness and trauma. All these factors account for the low participation in the parent survey.

Some highlights from the survey include:

98.1% of parents strongly agree (56.9%) or agree (41.2%) that their children's academic needs are being met.

95.9% of parents strongly agree (69.4%) or agree (26.5%) that they feel welcome at the school.

94% of parents strongly agree (52%) or agree (44%) that the school communicates effectively with parents.

92% of parents strongly agree (68%) or agree (24%) that their children are safe and happy at Lake Elementary School.

86.3% of parents responding to the survey had attended three or more school functions in 2017-18 school year.

88.3% of parents strongly agree (51%) or agree (37.3%) that they are comfortable speaking with teachers or administration about problems/concerns.

88.3% of parents strongly agree (60.8%) or agree (27.5%) that the school's facilities are well maintained and cleaned.

88.3% of parents strongly agree (51%) or agree (37.3%) that they feel welcome to attend PTO (Parent Teacher Organization) or SSC (School Site Council) meetings.

74.5% of parents strongly agree (39.2%) or agree (35.3%) that they feel welcome to attend Board meetings.

55% of parents surveyed indicated they can volunteer during the school day.

Comments highlighting strengths include:
- great staff
- small classes
- familial community
- wonderful communication
- strong academics
- school wide participation in the flag salute

2) ADA: 96.75%

3) Chronic absenteeism maintained at 1%.

4) Dropout rates for 2019 have remained at 0%.

5) Dashboard Indicator for Suspension Rate remains blue and at 0% for 2019.

6) Expulsion rate remains at 0%.

7) Each grade level implemented at least one community service learning project by following the five stages of service learning.

8) 100% of fourth through eighth grade with exceptional needs led their IEPs and advocated for preferred accommodations and modifications at their meetings. Students in grades three, four, and six are participating in goal reflection and data tracking within their classroom every month, and engaging in weekly portfolio development to every trimester. Students with exceptional needs in grades 6-8 created a slideshow of their favorite field trip. Annual incentives were awarded to the students demonstrating Franklin Covey's 8

leadership habits during the third trimester. In addition to students having weekly access to gardening practices, students participated in three additional poultry service learning projects-one in the summer, fall, and spring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material difference to report. Anticipated Workability Field Trips were estimated at $800, actual cost was under $500. Action 2.1.6 was far less than expected as only one meeting occurred.

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 Goal 3 speaks to the culture of the campus, we focus our efforts for positive change on the feedback received from the Parent Survey. The survey, distributed in November 2018, identified the following areas of growth:

35% of parents strongly agree (13.7%) or agreed (21.6%) that their child has been bullied at Lake.
28.3% of parents strongly disagree, disagree, (12%) or are neutral (16.3%) to the discipline policy being fair and neutral.

In addition to the data, comments expressing concerns were addressed as described below:

CONCERN: More opportunities to support students who don't require Learning Center, but have challenges in class (i.e. the "middle kids")
CHANGES MADE: All but one teaching staff attended UDL training this year. It is our belief that the effective implementation of UDL strategies will address the concern regarding the "middle kids". Additionally, the increased push-in services have provided more opportunities for individualized support beyond students with special needs. We've seen growth school-wide in both iReady reading and math that supports push-in services are having a positive impact on all students. (Goal 2, Action 6, 2.2.1)

CONCERN: SPARK for kindergarten
CHANGES MADE: The District provided SPARK for kindergarten in 2017-18. It was determined that misbehaviors from kinder students increased significantly, resulting in a non-impactful program for young students. We will continue to monitor enrollment numbers and may provide SPARK for kinder students should space allow. (Goal 3, Action 4, 4.1.1)

CONCERN: Contact with SPARK after school hours
CHANGES MADE: SPARK contact numbers are provided on the school website and the SPARK handbook. The District needs to communicate more effectively where to find this information. (Goal 3, Action 4, 4.1.1)

CONCERN: Consistent implementation of school-wide discipline policy and philosophy during lunch recess
CHANGES MADE: Staffing changes in April provided consistency throughout the day. (Goal 3, Action 4, 4.1.1)

The Parent Survey identifed both areas of strength and areas of growth, which helped to identify areas of focus for the 2019-20 LCAP. We remain responsive to parent concerns and continue to model an open-door policy among all staff.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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 6, 2018: Certificated staff met to address the first few LCAP action items under goal 2, which are review CAASPP data in ELA, Math, and Science in order to meet growth targets.

In addition, certificated staff created targeted intervention groups, called Academic Enrichment, for grades 4-8 during elective time.

On August 7, 2018: Certificated and classified staff met to discuss a new LCAP action item, which included updating the school's safety procedures for intruder drills as part of developing a school wide safety plan. Consequently, on the seventh, all staff began participation in ALICE (active shooter response training) training. Student Services celebrated the award of a $500 garden grant from California Women for Agriculture. Golden Apple Insurance catered the meeting with breakfast.

August 15, 2018: Superintendent Principal communicated School Site Council's plan to assist in the development and implementation of a board-approved comprehensive school health program, an action item under LCAP goal 2. Consequently, as part of implementing a school wide health plan, certificated and classified staff recertified in CPR and First Aid.

August 21, 2018: Board met for monthly meeting. Superintendent Principal reviewed the LCAP Federal Addendum, meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Acts (ESSA).

August 21, 2018: Superintendent Principal and Education Specialist participated in webinar on support platform for implementing MTSS-Goalbook Pathways and Toolkit. Continued professional development is outlined in LCAP goal 1.

August 23, 2018: Superintendent Principal attended UDL training to provide teachers with relevant professional development as outlined in LCAP goal 1.

September 3, 2018: SARB review conducted as outlined in LCAP goal 3.

September 5, 2018: Superintendent Principal reported out on August UDL training by reviewing UDL - Article What is Universal Design for Learning? at teachers' meeting. A UDL session offered at C2tC in-service day was promoted.

September 10, 2018: School Site Council met to review county approved LCAP.

September 12-13, 2018: Data Lead and LCAP co-lead reviewed bright spots and areas of focus in district's LCAP at MTSS cohort collaboration.

September 17, 2018: Bilingual Aide attended ELD training. UDL training was attended by bilingual aide, elementary, and middle school teachers at C2Core in-service.

September 18, 2018: Superintendent Principal reviews CAASPP scores, as it relates to LCAP goals, at monthly board meeting. Catered dinner is provided for parents at a toolbox training, led by Toolbox Lead.

September 19, 2018: Certificated staff attended a Pattern of Strengths and Weaknesses (PSW) training led by the district's school psychologist, as part of LCAP Goal 1.

September 25, 2018: Meeting held with Title I parents to discuss children's needs.

Additionally, an ELD Reclassification Banquet was held. The ELPAC Lead reclassified 21% of the ELD population. Attendance was 42%.

September 26, 2018: ELPAC Lead met with certificated staff to review ELPAC results, reclassification process, ELD standards, and goals as part of LCAP Goal 1.

September 27, 2018: Students with exceptional needs participated in a service learning garden field trip as outlined in Goal 3.

October 8, 2018: School Site Council met to review comprehensive school health program, a component of Goal 2.

October 11, 2018: MTSS training attended by administration, special education, and middle school representatives. UDL was discussed as part of a multi-tiered system of support.

October 16, 2018: Superintendent Principal discussed Local Indicators as it relates to the LCAP. The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area.

October 17, 2018: Superintendent Principal promotes UDL training. The training is scheduled at CSUC in April 2019.

October 18, 2018: NGSS Lead attends GLEAMS training (The Growth through Lesson Study for Equity & Access in Math & Science), as part of implementing LCAP action items in Goal 1.

November 2, 2018: Schoolwide assembly held to recognize i-Ready growth in ELA and Math as outlined in Goal 2.

November 6, 2018: Catered dinner and childcare is provided for parents at a second toolbox training, led by Superintendent Principal.

November 9, 2018: 86% of certificated and classified staff have completed ALICE training.

November 15, 2018: Data Lead pilots APTT conferences in sixth grade, a new item which stemmed from analyzing CAASPP data in LCAP Goal 2. 62% of families participated in the APTT conference.

November 28, 2018: Superintendent Principal shares award of Low Performing Students Block Grant ($25,000) at teachers' meeting and encourages discussion of professional development goals derived from analyzing low performing student data. Creating professional development goals is another new item stemming from analyzing CAASPP data.

December 3, 2018: The School Site Council was asked to consider ideas for spending the Low Performing Students Block Grant. School Site Council approved a Comprehensive Health Education Program for the board to review as indicated in Goal 2. A Title I representative was introduced. School data and the new look of the Dashboard were introduced. Data Lead discussed Academic Parent Teacher Teams.

December 11, 2018: School Board approves Comprehensive Health Education Program and discusses parent survey results.

December 12, 2018: Students with exceptional needs participate in service learning garden banquet as outlined in Goal 3.

January 9, 2019:Certificated staff create schedule for aligning both ELA and Math Interim Assessment Blocks (IAB) to formative assessments in curriculum, an action item detailed in Goal 2.

January 16, 2019: MTSS training was attended by administration, special education, and middle school representatives. Resources were shared for developing a comprehensive intervention and support system. A UDL progression rubric was one of the resources identified as a tool for developing culture at the district level.

January 30, 2019: Certificated staff participated in developing awareness of the school's writing norms by analyzing student writing samples in accordance to CAASPP Rubrics, a new item stemming from analyzing students' curriculum based performance data.

January 31, 2019: UDL Workshop was attended by administration and grade band team representatives-second grade, fourth grade, middle school. To continue implementing UDL at a district level, the following tools will be shared at staff meetings:
- New UDL focus on PD share at the beginning of every certificated meeting, i.e. how is UDL being implemented in the classroom
- UDL Progression Rubric to be used for identifying bright spots and gaps
- UDL presented as standards based framework
- Curriculum Planning Tool using 4 questions
- Four Interrelated Components of UDL as an entry point for staff members in implementing principles

Goals: Students set meaningful goals about how to meet the objective or standard.

Methods: Not all students need to follow the same steps or the same strategies to learn the material or complete the same assessment.

Materials: Not all students need the same materials, scaffolds, to reach the same objective.

Assessments: Authentic assessments are personalized for students.

Teaching students "Self-Differentiation" as part of student goal setting in tier 1

UDL Team Assessment for Administrative Coaching

Superintendent/Principal shared FREE K-12 Social Studies and Science curriculum with certificated staff. As outlined in Goal 1, NGSS Lead Teacher will assist in implementation of piloted curriculum.

February 1, 2019: Student Leadership Team launched a school wide leukemia fundraiser as part of the district's commitment to service learning, an action item described in Goal 3.

February 6. 2019: Certificated staff continued to participate in developing awareness of the school's writing norms. By collectively developing awareness of norms in writing, teachers are able to identify bright spots and gaps in curriculum and instruction. As trends are identified, teachers are identifying action steps in altering instruction and supplements in teaching writing.

Kindergarten through fifth grade teachers discussed supplementing the math curriculum by using investigative teaching methods, which improves student engagement.

February 25, 2019: 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. Student LCAP Survey delivered to 6-8 grade students.

February 26, 2019: School Board approved the Comprehensive School Safety Plan. Superintendent Principal reviews LCAP Report - currently 2019-20 Goals are being developed.

March 5, 2019: Staff members from administration, primary, and special education participated in a UDL webinar; teachers participated in relevant professional development as outlined in LCAP goal 1.

March 11, 2019: School Site Council met and held a LCAP Actions and Services Discussion.

March 18, 2019: Superintendent/Principal shares with all staff that the Comprehensive School Safety Plan is updated, approved, and will be posted to the school's website.

March 19, 2019: Superintendent/Principal shared monthly report of LCAP update with board members.

April 2, 2019: Staff members from administration, primary, elementary, and middle school participated in a UDL training at CSUC.

April 3, 2019: Certificated staff discussed UDL entry points for implementation, as it relates to new LCAP goals, in addition to UDL practices already in place.

April 4, 2019: Data Lead and Superintendent Principal reviewed new areas of focus in district's LCAP at MTSS cohort collaboration.

April 9, 2019: School Site Council met to discuss LCAP Actions, Services, and pass an Action Item.

April 12, 2019: Schoolwide growth from every class in i-Ready Math and Reading was recognized and rewarded with a movie theater morning.

April 23, 2019: Superintendent/Principal shared monthly report of LCAP update with board members. LCAP actions were submitted and a LCAP draft is being reviewed for submission to the Board in June.

May 10, 2019: Draft LCAP available to stakeholders for comment.

May 13, 2019: School Site Council members met to review and recommend final LCAP to be submitted for public hearing.

June 11, 2019: Board Meeting was held for LCAP and Budget Public Hearings.

June 18, 2019: Board Meeting was held for both 2017-18 LCAP and Budget Adoptions.

Impact on LCAP and Annual Update

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

Parent Stakeholders

2019

Parent feedback provides information and guidance to the district, specifically regarding engagement and school climate. This year, a survey was distributed during Parent/Teacher conferences. The percentage of parent surveys completed was 42% (51/120). This is the lowest participation response to date. The decrease in participation is likely due to the one day school closure, which emanated from the Camp Fire. Acting Governor Newsom declared a State of Emergency Declaration in Butte County. Given Glenn County's proximity to Butte County, the air quality was hazardous and many of the district's stakeholders were impacted by homelessness and trauma. All these factors account for the low participation in the parent survey.

Some highlights from the survey include:

98.1% of parents strongly agree (56.9%) or agree (41.2%) that their children's academic needs are being met.

95.9% of parents strongly agree (69.4%) or agree (26.5%) that they feel welcome at the school.

94% of parents strongly agree (52%) or agree (44%) that the school communicates effectively with parents.

92% of parents strongly agree (68%) or agree (24%) that their children are safe and happy at Lake Elementary School.

86.3% of parents responding to the survey had attended three or more school functions in 2017-18 school year.

88.3% of parents strongly agree (51%) or agree (37.3%) that they are comfortable speaking with teachers or administration about problems/concerns.

88.3% of parents strongly agree (60.8%) or agree (27.5%) that the school's facilities are well maintained and cleaned.

88.3% of parents strongly agree (51%) or agree (37.3%) that they feel welcome to attend PTO (Parent Teacher Organization) or SSC (School Site Council) meetings.

74.5% of parents strongly agree (39.2%) or agree (35.3%) that they feel welcome to attend Board meetings.

55% of parents surveyed indicated they can volunteer during the school day.

Identified areas of concern include:

Comments highlighting strengths include:
- great staff
- small classes
- familial community
- wonderful communication
- strong academics
- school wide participation in the flag salute

Some areas of growth identified in the survey include:

35% of parents strongly agree (13.7%) or agreed (21.6%) that their child has been bullied at Lake.

28.3% of parents strongly disagree, disagree, (12%) or are neutral (16.3%) to the discipline policy being fair and neutral.

Comments expressing concerns include:
- More opportunities to support students who don't require Learning Center, but have challenges in class (i.e. the "middle kids")
- SPARK for kindergarten
- Contact with SPARK after school hours
- Consistent implementation of school wide discipline policy and philosophy during lunch recess
- Snacks for older students
- Updated Facilities
- Better bathroom maintenance
- Same dress code rules for all age groups

In response to this survey, and after analyzing the current data recorded in this section, the district proposes:

1) Prioritize UDL action items in all LCAP goals for the next three years.

2) Utilize teacher referral for identifying students who could benefit from an after school enrichment program.

3) Expand the morning recess duty position to include the afternoon recess as well for consistency. Additional professional development will also be implemented regarding restorative justice practices.

4) Continue to communicate with parents the status of the construction project proposal.

5) Develop an updated electronic field trip form which includes a drop down menu for identifying relevant academic and SEL standards.

6) Hold parent nights on restorative justice practices and develop a pro-active discipline matrix at School Site Council meetings.

7) Update the school's safety procedures for intruder drills and human trafficking reports as part of developing a school wide safety plan.

8) Hold APTT conferences in middle school.

9) Analyze student writing samples in accordance to CAASPP Rubrics to supplement writing curriculum. Use the rubrics to grade students' writing will support analysis of gaps in instruction and/or in curriculum.

10) Analyze student math assessment results in accordance to CAASPP Rubrics to supplement math curriculum. Use the rubrics to grade students' work will support analysis of gaps in instruction and/or in curriculum.

11) Participate in vertical collaboration across the grade levels. 2 grade level foundational reading skills will be identified by each teacher. The goal will be for 80% of each year's incoming students be proficient in those identified skills.

12) Review the UDL Progression Rubric at teachers' meetings to identify bright spots and gaps within the school district

13) Create professional development goals based on CAASPP data and one of the four UDL components.

The Four Interrelated Components of UDL can be an entry point for staff members to begin implementing principles in the classroom.

Goals: Students set meaningful goals about how to meet the objective or standard.

Methods: Not all students need to follow the same steps or the same strategies to learn the material or complete the same assessment.

Materials: Not all students need the same materials, scaffolds, to reach the same objective.

Assessments: Authentic assessments are personalized for students.

New UDL focus during PD share at the beginning of every certificated meeting, i.e. how is UDL being implemented in the classroom? Curriculum Planning Tool can be referenced by asking 4 questions.

Teaching students "Self-Differentiation" as part of student goal setting in Tier 1 services

UDL Team Assessment for Administrative Coaching

Parent and Staff Stakeholders through School Site Council

In 2019, School Site Council focused on developing and approving a school wide health plan for the board's review and approval, as delineated in LCAP Goal 2.

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. Both English Learner and Title 1 students are represented via parents through this council. The council assists in the alignment of LCAP goals with existing plans 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.

Winter 2019: Proposal of new LCAP action items were provided by teachers.

Updating the school's safety procedures for intruder drills and human trafficking reports as part of developing a school wide safety plan.
Holding APTT conferences in middle school
Analyzing student writing samples in accordance to CAASPP Rubrics to supplement writing curriculum. Using the rubrics to grade students' writing will support analysis of gaps in instruction and/or in curriculum.
Analyzing student math assessment results in accordance to CAASPP Rubrics to supplement math curriculum. Using the rubrics to grade students' work will support analysis of gaps in instruction and/or in curriculum.
Participating in vertical collaboration across the grade levels. 2 grade level foundational reading skills will be identified by each teacher. The goal will be for 80% of each year's incoming students be proficient in those identified skills.
Reviewing the UDL Progression Rubric at teachers' meetings to identify bright spots and gaps within the school district
Creating professional development goals based on CAASPP data and one of the four UDL components.
The Four Interrelated Components of UDL can be an entry point for staff members to begin implementing principles in the classroom.
Goals: Students set meaningful goals about how to meet the objective or standard.
Methods: Not all students need to follow the same steps or the same strategies to learn the material or complete the same assessment.
Materials: Not all students need the same materials, scaffolds, to reach the same objective.
Assessments: Authentic assessments are personalized for students.
New UDL focus during PD share at the beginning of every certificated meeting, i.e. how is UDL being implemented in the classroom?
Curriculum Planning Tool can be referenced by asking 4 questions.
Teaching students "Self-Differentiation" as part of student goal setting in tier 1 services
UDL Team Assessment for Administrative Coaching

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.

Student LCAP survey was distributed in February.

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

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.

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

Unchanged Goal

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

Local Priorities:

Identified Need:

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)
7.0 Effective implementation of MTSS in order to develop and/or improve programs and services that enable ELs to access core and ELD Standards. (P2)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	1.1 SARC Report: 100% teachers with full	1.1 SARC Report: 100% teachers with full	1.1 SARC Report: 100% teachers with full	1.1 SARC Report: 100% teachers with full

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	credential and appropriately assigned.	credential and appropriately assigned.	credential and appropriately assigned.	credential and appropriately assigned.
Priority 1: Local Indicator/ Instructional materials	2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance	2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance	2.1 Sufficient instructional materials are available for all students as identified by the Board Resolution Textbook and Instructional Compliance	2.1 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	3.1 Rating district's progress in providing professional learning for teaching in the following content areas: ELA: 62.5% Full Implementation ELD: 62.5% Full Implementation Math: 75% Full Implementation NGSS: 25% Full Implementation History/SS: 42.9% Full Implementation 3.2 Rating district's progress in providing instructional materials in all classrooms in the following content areas: ELA: 62.5% Full Implementation ELD: 37.5% Full Implementation	3.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: ELA: 100% Full Implementation ELD: 80% Full Implementation Math: 90% Full Implementation NGSS: 40% Full Implementation History/SS: 40% Full Implementation 3.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas: ELA: 100% Full Implementation	3.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: ELA: Maintain 100% Full Implementation ELD: 86% Full Implementation Math: 100% Full Implementation NGSS: 38% Full Implementation History/SS: 12% Full Implementation 3.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas: ELA: Maintain 100% Full Implementation	3.1 Increase rating of district's progress in providing professional learning for teaching in the following content areas as indicated: ELA: Maintain 100% Full Implementation ELD: 90% Full Implementation Math: Maintain 100% Full Implementation NGSS: 45% Full Implementation History/SS: 20% Full Implementation 3.2 Increase rating of district's progress in providing instructional materials in all classrooms in the following content areas: ELA: Maintain 100% Full Implementation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math: 37.5% Full Implementation NGSS: 12.5% Full Implementation History/SS: 14.3% Full Implementation 3.3 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: ELA: 62.5% Full Implementation ELD: 50% Full Implementation Math: 50% Full Implementation NGSS: 25% Full Implementation History/SS: 0% Full Implementation	ELD: 78% Full Implementation Math: 90% Full Implementation NGSS: 40% Full Implementation History/SS: 40% Full Implementation 3.3 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: ELA: 90% Full Implementation (62.5% previous year) ELD: 60% Full Implementation (50% previous year) Math: 80% Full Implementation (50% previous year) NGSS: 50% Full Implementation (25% previous year)	ELD: 86% Full Implementation Math: 100% Full Implementation NGSS: 25% Full Implementation History/SS: 13% Full Implementation 3.3 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: ELA: 75% Full Implementation ELD: 57% Full Implementation Math: 75% Full Implementation NGSS: 75% Full Implementation History/SS: 25% Full Implementation	ELD: 90% Full Implementation Math: Maintain 100% Full Implementation NGSS: 30% Full Implementation History/SS: 20% Full Implementation 3.3 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: ELA: 80% Full Implementation ELD: 60% Full Implementation Math: 80% Full Implementation NGSS: 80% Full Implementation History/SS: 30% Full Implementation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		History/SS: 50% Full Implementation 0%(previous year)		
Priority 2: Local Indicator/Implementation of State Standards/ELD	4.1 District RFEP students was 19.4% (6 students) in 2016-17; 0% (0) in 2015-16; 16.7% (4 students) in 2014-15	4.1 Increase RFEP rate to 20%	4.1 Maintain RFEP rate at 20%	4.1 Maintain RFEP rate at 20%
Priority 7: Local Metric/A broad course of study	5.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17	5.1 Transition from electives to enrichment for students in grades 4-8	5.1 Electives to include academic enrichment for students in grades 4-8	5.1 Electives to include academic enrichment for students in grades 4-8.
Priority 1: Local Indicator/ Facilities in good repair	6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.	6.1 Maintain heating and cooling systems in good or exemplary condition as measured by FIT.
Priority 2: Local Indicator/Implementation of State Standards/ELD	7.1 Increase Dashboard Status in both ELA and Mathematics from "Low" to "Medium" Need measurable outcome/baseline data of "programs and services that enable ELs to access core and ELD standards"	7.1 ELs to maintain Medium Status on the Dashboard in both ELA and Mathematics	7.1 ELs to increase 5 points on the Dashboard in both ELA and Mathematics	7.1 ELs to increase 5 points on the Dashboard in both ELA and Mathematics

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.0.1 Fund induction candidates

1.0.2 Identify teacher leader positions

2018-19 Actions/Services

1.1.1 Maintain teacher leader positions

2019-20 Actions/Services

1.1.1 Maintain teacher leader positions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3200	16,000	18,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alliance for Teacher Excellence program participation fee	1000-1999: Certificated Personnel Salaries Teacher Leader Stipends	1000-1999: Certificated Personnel Salaries Teacher Leader Stipends

Amount	10,000		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Leader Stipends		

Action 2

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0.1 Attend local professional development: GCOE Common to the Core science workshop 2.0.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 2.0.3 Purchase science materials	2.1.1 Attend local professional development: GCOE Common to the Core science workshop 2.1.2 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies	2.1.1 Utilize minimum days to discuss implementation Next Generation Science Standards (NGSS) curriculum and teaching strategies 2.1.2 Purchase relevant science materials

2.0.4 NGSS Lead Teacher was identified in lieu of focus group due to budget constraints	2.1.3 Purchase relevant science materials 2.1.4 NGSS Lead Teacher to assist in implementation of piloted NGSS curriculum	2.1.3 NGSS Lead Teacher to assist in implementation of adopted NGSS curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300	300	300
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development Registration	5000-5999: Services And Other Operating Expenditures Professional Development Registration	5000-5999: Services And Other Operating Expenditures Professional Development Registration
Amount	no cost	no cost	no cost
Budget Reference	Minimum Days Collaboration	Minimum Days Collaboration	Minimum Days Collaboration
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Board recommendation	1000-1999: Certificated Personnel Salaries NGSS Lead	1000-1999: Certificated Personnel Salaries NGSS Lead
Amount	6,000		
Source	Base		
Budget Reference	4000-4999: Books And Supplies NGSS classroom materials		

Amount	1400	
Source	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries NGSS Lead	

Action 3

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.0.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas.	3.1.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas	3.1.1 District provides professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks across content areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	12,000	12,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development for Standards	5800: Professional/Consulting Services And Operating Expenditures Professional Development for Standards	5000-5999: Services And Other 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	4.1.1 Identified and communicated reclassification goals with teaching staff (ELPAC Coordinator) 4.1.2 Utilized Minimum Days to review, discuss, and plan implementation of	4.1.1 Identify and communication reclassification goals with teaching staff (ELPAC Coordinator) 4.1.2 Utilize Minimum Days to review, discuss, and plan implementation of

California English Language Development Standards across all grade levels	California English Language Development Standards across all grade levels	California English Language Development Standards across all grade levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1400	1500	1500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend	1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend	1000-1999: Certificated Personnel Salaries CELDT Coordinator Stipend
Amount	no cost		
Budget Reference	4.0.2 Utilize Minimum Days for collaboration	Utilize Minimum Days for collaboration	Utilize Minimum Days for collaboration
Amount	13500	15750	17000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
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

Action 5

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

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

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

All	All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.0.1 Maintain electives courses for students in grades 4-8; nine (9) electives courses offered in 2016-17

2018-19 Actions/Services

5.1.1 Maintained electives courses for students in grades 4-8; Academic Enrichment provided to students in both ELA and math based on student data

2019-20 Actions/Services

5.1.1 Maintain electives courses for students in grades 4-8; Academic Enrichment will be provided to students in both ELA and math based on student data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	none, within teaching assignment	none, within teaching assignment	none, within teaching assignment
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary)	1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary)	1000-1999: Certificated Personnel Salaries Credential Teacher Duties (included in salary)
Amount	5000	5000	5000
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	4000-4999: Books And Supplies Electives materials and supplies through REAP	4000-4999: Books And Supplies Electives materials and supplies through REAP	4000-4999: Books And Supplies Electives materials and supplies through REAP

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.0.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually 6.0.2 Per FIT Report, monitor leaking ceiling in cafeteria 6.0.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money)	6.1.1 Based on FIT Report, monitored and cleaned HVAC filters near playground (rooms 4 and 5-6) bi-annually 6.1.2 Per FIT Report, monitored leaking ceiling in cafeteria 6.1.3 Monitored dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money)	6.1.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually 6.1.2 Per FIT Report, monitor leaking ceiling in cafeteria 6.1.3 Monitor dry rot near window in 6th grade classroom (maintenance dependent on New Construction bond money)

Budgeted Expenditures

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

Action 7

All	All Schools

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

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

Actions/Services

New Action	New Action	Unchanged Action
	7.1.1 Utilized MTSS funding in order for teachers to participate in UDL training with the intent of implementing the three principles of UDL: 1, provide multiple means of representation, 2. provide multiple means of action and expression, 3. and provide multiple means of engagement	7.1.1 School-wide implementation of UDL principles in conjunction with in-school professional learning/review of the ELD standards

Budgeted Expenditures

Amount		5000	7400
Source		Other	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures MTSS Professional Development	4000-4999: Books And Supplies MTSS
Amount			2000
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries Substitue Teachers
Amount			1400
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

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

Local Priorities:

Identified Need:

1.0 Continued growth as 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	1.1 2015-16 ELA CAASPP results: 17% Standard Exceeded, 33% Standard Met, 23% Standard Nearly Met, 27% Standard Not Met; (50% Standard Exceeded or Met)	1.1 Increase total Standard Exceeded or Met by 10%; from 50% to 60%	1.1 Increase total Standard Exceeded or Met by 5%; from 60% to 65%	1.1 Increase total Standard Exceeded or Met by 5%; from 65% to 70%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	1.2 2015-16 Mathematics CAASPP results: 15% Standard Exceeded, 24% Standard Met, 35% Standard Nearly Met, 27% Standard Not Met; (39% Standard Exceeded or Met)	1.2 Increase total Standard Exceeded or Met by 11%; from 39% to 50%	1.2 Increase total Standard Exceeded or Met by 10%; from 50% to 60%	1.2 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, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	1.3 2016 Science CAASPP results: 5th Grade: 17% Advanced, 56% Proficient, 17% Basic, 11% Below Basic, 0% Far Below Basic (73% Advanced or Proficient)	1.3 Increase 5th Grade total Advanced or Proficient by 5%; from 73% to 78%	1.3 Increase 5th Grade total Advanced or Proficient by 5%; from 78% to 83%	1.3 Increase 5th Grade total Advanced or Proficient by 5%; from 83% to 88%
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.)	1.4 2016 Science CAASPP results: 8th Grade: 0% Advanced, 26% Proficient, 68% Basic, 0% Below Basic, 5% Far Below Basic (26% Advanced or Proficient)	1.4 Increase 8th Grade total Advanced or Proficient by 14%; from 26% to 40%	1.4 Increase 8th Grade total Advanced or Proficient by 10%; from 40% to 50%	1.4 Increase 8th Grade total Advanced or Proficient by 10%; from 50% to 60%
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	2.1 2016-17 At-Risk 4-5 Years was 3; LTEL 6+ years was 5	2.1 Decrease At-Risk 4-5 Years to 2; Decrease LTEL 6+ years to 4	2.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 2	2.1 Decrease At-Risk 4-5 Years to 1; Decrease LTEL 6+ years to 0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	2.2 Maintain a positive Performance Level change as determined by the "CELDT Growth Over 2 Years By Class With Summary" in SchoolWise	2.2 Determine baseline data based on ELPAC	2.2 Determine growth goal as related to baseline determined in Spring 2018	2.2 Determine growth goal as related to growth/decline in 2019
Priority 4: State Indicator/Academic Indicator/Reclassification rates	2.3 2016-17 Students Redesignated FEP was 19.4% (6 students)	2.3 Increase Students Redesignated FEP to 20%	2.3 Maintain Students Redesignated FEP at 20%	2.3 Maintain Students Redesignated FEP at 20%
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.)	3.1 2016 PFT results indicated 47.4% of 5th graders meet 5 of 6 fitness standards 3.2 2016 PFT results indicated 70.6% of 7th graders meet 5 of 6 fitness standards	3.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 3% to 50% 3.2 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 2% to 72%	3.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 55% 3.2 Increase percentage of 8th graders meeting 5 of 6 fitness standards by 3% to 75%	3.1 Increase percentage of 5th graders meeting 5 of 6 fitness standards by 5% to 60% 3.1 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 1.0.2 Staff implemented IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward ELA claims: reading, listening, writing, research/inquiry	1.1.1 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 1.1.2 Staff will align IABs to curriculum assessments, implement IABs (Interim Assessment Blocks) to students in grades 3-8, and utilize the Digital Library Playlist to assess and support growth toward ELA claims: reading, listening, writing, research/inquiry 1.1.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Reading and celebrate student growth at relevant monthly student assemblies 1.1.4 Based on local and state data, staff began development of Lake Writing Norms document, designed to identify alignment of writing activities students experience during their Lake tenure	1.1.1 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 1.1.2 Staff will continue to implement IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward ELA claims: reading, listening, writing, research/inquiry. 1.1.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Reading and celebrate student growth at relevant monthly student assemblies 1.1.4 Staff will implement Lake Writing Norms document

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost
Budget Reference	Minimum Days collaboration	Minimum Days collaboration	Minimum Days Collaboration
Amount	1400	1500	1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Data Lead Stipend	1000-1999: Certificated Personnel Salaries Data Lead Stipend	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0.2 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and	1.2.1 Staff to analyze recent CAASPP data to determine goals in the mathematical claims: concepts and	1.2.1 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

1.0.3 Staff implemented IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning

procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal

1.2.2 Staff will align IABs to curriculum assessments, implement IABs (Interim Assessment Blocks) to students in grades 3-8, and utilize the Digital Library Playlist to assess and support growth toward mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning

1.2.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Mathematics and celebrate student growth at relevant monthly student assemblies

procedures, problem solving and modeling and data analysis, and communicating reasoning in order to meet overall growth goal

1.2.2 Staff will continue to implement IABs (Interim Assessment Blocks) to students in grades 3-8 and utilized the Digital Library Playlist to assess and support growth toward mathematical claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning

1.2.3 Staff will analyze growth as demonstrated in iReady Diagnostics for Mathematics and celebrate student growth at relevant monthly student assemblies

1.2.4 As a follow-up to the Lake Writing Norms document staff developed in 2018-19, the Lake Math Norms document will be developed in order to identify teaching and curriculum strengths as well as content gaps for better math alignment across grade levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost
Budget Reference	Minimum Days collaboration	Minimum Days collaboration	Minimum Days collaboration

Amount	1,000	5,000	5,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries See 1.0.1	1000-1999: Certificated Personnel Salaries See 1.0.1	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0.3 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade 1.0.4 NGSS Lead provided updates regarding new CAST assessment expectations.	1.3.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade 1.3.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 5th grade	1.3.1 Staff to analyze recent CAASPP data to determine science content goals in order to meet overall growth goal for 5th grade 1.3.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 5th grade

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost
Budget Reference	Minimum Days Collaboration	Minimum Days Collaboration	Minimum Days Collaboration
Amount	300	300	300
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8	4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0.4 Staff to analyze recent CAASPP data to determine science content goals in	1.4.1 Staff to analyze recent CAASPP data to determine science content goals in	1.4.1 Staff to analyze recent CAASPP data to determine science content goals in

| order to meet overall growth goal for 8th grade

1.0.5 NGSS Lead provided updates regarding new CAST assessment expectations. | order to meet overall growth goal for 8th grade

1.4.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 8th grade | order to meet overall growth goal for 8th grade

1.4.2 Staff to analyze CAST data to determine science content goals in order to meet overall growth goal for 8th grade |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no cost	no cost	no cost
Budget Reference	Minimum Days Collaboration	Minimum Days Collaboration	Minimum Days Collaboration
Amount	see 1.0.3	see 1.0.3	see 1.0.3
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8	4000-4999: Books And Supplies Purchase Zingy Science Grades 4-8	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0.1 Purposeful classroom assignment of bilingual aide 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 2.0.3 As appropriate, attend ELD standards professional development	2.1-3.1 Purposeful classroom assignment of bilingual aide 2.1-3.2 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 2.1-3.3 As appropriate, attend ELD standards professional development 2.1-3.4 Purposeful planning of utilizing bilingual aide to support integrated ELD instruction for 85% of the EL student population.	2.1-3.1 Purposeful classroom assignment of bilingual aide 2.1-3.2 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 2.1-3.3 As appropriate, attend ELD standards professional development 2.1-3.4 Purposeful planning of utilizing bilingual aide to support integrated ELD instruction for 90% of the EL student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,770	14,183	14,608
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
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	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.0.1 Utilize the online resource, Colorin colorado, to learn and implement more	2.2.1 In order to maintain and increase growth within the EL population, UDL	2.2.1 In order to maintain and increase growth within the EL population, UDL strategies and integrated EL instruction

| ways to reach out to parents of ELs and increase the likelihood of participation.

3.0.2 Even though Colorin Colorado was not utilized as planned, the dashboard data indicates that the EL population demonstrated significant growth as a result of providing integrated ELD instruction to a majority of the testing population. | training and integrated EL instruction will be implemented. | will be implemented with 100% of the student population. |

Budgeted Expenditures

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

Action 7

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.0.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle	3.1.1 Implement physical education standards as outlined in the Physical Education Model Content Standards in order to provide skills for students to adopt a physically active, healthy lifestyle (purchase PE curriculum)	3.1.1 Implement physical education standards as outlined in the Physical Education Model Content Standards in order to provide skills for students to adopt a physically active, healthy lifestyle
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	3.1.2 School Site Council to engage with school staff and parents in roles that help and support implementation of the board-approved comprehensive school health program	3.1.2 School Site Council to engage with school staff and parents in roles that help and support implementation of the comprehensive school health program
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	3.1.3 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	3.1.3 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
4.0.4 Provide healthy snack to all students in grades K-3	3.1.4 Provide healthy snack to all students in grades K-3	3.1.4 Provide healthy snack to all students in grades K-3
4.0.5 Plan and develop Comprehensive Health Education Program	3.1.5 Continue to plan, develop, and implement Comprehensive Health Education Program, to include grade-appropriate dental, hygiene, puberty, and sex education lessons	3.1.5 Implement Comprehensive Health Education Program, to include grade-appropriate dental, hygiene, puberty, and sex education lessons
4.0.6 Implement Sex Education for 7th grade students		
4.0.7 Implement hygiene lessons for grades 3, puberty lessons for grades 5 and 6		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	29,850	5,200	3000
Source	Base	Base	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries Part-time PE teacher	4000-4999: Books And Supplies PE curriculum and supplies	4000-4999: Books And Supplies SPARK supplies
Amount	200	200	200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Panther on the Prowl T-shirts	4000-4999: Books And Supplies Panther on the Prowl T-shirts	4000-4999: Books And Supplies Panther on the Prowl T-shirts
Amount	3,000	3,000	3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Healthy Snacks	5000-5999: Services And Other Operating Expenditures Healthy Snacks	5000-5999: Services And Other Operating Expenditures 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.

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

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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)
7.0 Increase service learning opportunities for students. (P7)
8.0 Develop self-advocacy skills in students with exceptional needs (P7)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	1.1 Parent Survey distributed August 2016 in paper copy received 34 responses, 30% response rate of 112 families.	1.1 Combined Parent Survey typically distributed in August with the Family and Community Engagement survey in February, distributed the combined survey to parents in November 2017, 60% response rate on combined survey	1.1 Increase survey response by 5% from 60% to 65%	1.1 Increase survey response by 5% from 65% to 70%
Priority 3: Local Indicator/Promotion of Parental Participation	1.2 In 2017, 8 of 15 families (53%) attended the English Learner Banquet held to recognize reclassified students	1.2 Transition from CELDT to ELPAC did not allow English Language Banquet as ELPAC results were received too late	1.2 Increase family attendance from the previous (2016-17) English Learner Banquet by 10% from 63% to 73%	1.2 Increase family attendance at the annual English Learner Banquet by 10% from 73% to 83%
Priority 5: Local Metric/Student Engagement/School attendance rates	2.1 Baseline ADA for 2017 P2 was 96.97%	2.1 Maintained ADA for 2018 P2 at 96.97%	2.1 P2 ADA calculated at 96.73%	2.1 Increase P2 ADA to 98%
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	3.1 Baseline chronic absenteeism for 2017 at P2 was 4 students, 2%	3.1 Decreased chronic absenteeism for 2018 at P2 at 2 students, 1%	3.1 Maintained chronic absenteeism to 1%	3.1 Maintain chronic absenteeism at 1%
Priority 5: Local Metric/Middle school dropout rate	4.1 Baseline dropout rate for 2017 was 0%	4.1 Maintained low drop out rate of 0%	4.1 Maintained low drop out rate of 0%	4.1 Maintain low drop out rate of 0%
Priority 6: State Indicator/Student Suspension Indicator	5.1 Baseline suspension rate for 2017 was 1 student or 0.5%	5.1 Maintained low suspension rate of 1% or lower; maintained blue status on Dashboard for all students	5.1 Maintained low suspension rate of 1.6%; maintain blue status on Dashboard for all students	5.1 Maintain low suspension rate of 1% or lower; maintain blue status on Dashboard for all students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Metric/Expulsion rate	6.1 Baseline expulsion rate for 2017 was 0%	6.1 Maintained expulsion rate at 0%	6.1 Maintained expulsion rate at 0%	6.1 Maintain expulsion rate at 0%
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	7.1 Each grade level will identify one instructional activity that aligns with the definition of service learning and perform that service in the community, as applicable.	7.1 Maintained grade level community service learning projects by implementing the five Stages of Service Learning.	7.1 Maintained grade level community service learning projects by implementing the five Stages of Service Learning.	7.1 Maintain grade level community service learning projects by implementing the five Stages of Service Learning.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	8.1 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 participated in their IEP meetings. 8.2 In the 2016-17 school year, 100% of students with exceptional needs in grades 5-8 advocated for preferred accommodations and modifications for educational/social/emotional success at their IEP meetings. 8.3 In the 2016-17 school year, 88% of students with exceptional needs in grades 2-8 participated in four days of off-site experiential learning	8.1 Maintained 100% participation and expand to include students in fourth grade. 8.2 Maintained 100% participation and expand to include students in fourth grade. 8.3 Increased student participation from 88% to at least 90%. 8.4 Maintained 100% participation. 8.5 Expanded gardening practices to include weekly access to poultry practices.	8.1 Maintained 100% participation and expand to include students in third grade. 8.2 Maintained 100% participation and expand to include students in third grade. 8.3 Increased student participation from 90% to at least 95%. 8.4 Maintained 100% participation. 8.5 Expanded program offerings to include trimester poultry service learning projects.	8.1 Maintain 100% participation and expand to include students in second grade. 8.2 Maintain 100% participation and expand to include students in second grade. 8.3 Maintain at least 95% student participation. 8.4 Maintain 100% participation. 8.5 Maintain K-8 program offerings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	with the intent to increase exposure to a variety of career pathways. 8.4 In the 2016-17 school year, 100% of students with exceptional needs in grades 6-8 led their student IEP meetings using a multimedia presentation and sharing a virtual portfolio. 8.5 In the 2016-17 school year, students with exceptional needs in grades K-8 were offered weekly access to gardening practices in the school's garden and three trimester service learning projects were completed			

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 School Site Council and Staff recommendation to combine August and February survey to one given in November during Parent Teacher Conferences	1.1.1 Distribute parent survey in November during Parent Teacher Conferences 1.1.2 As follow-up to 2017-18 survey, provide continued monitoring of drop-off and pick-up locations	1.1.1 Distribute parent survey in November during Parent Teacher Conferences 1.1.2 As follow-up to 2017-18 survey, provide continued monitoring of drop-off and pick-up locations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,600	2,600	2,600
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures SchoolWise	5000-5999: Services And Other Operating Expenditures SchoolWise	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 2.0.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake 2.0.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.0.4 Continue Panther Pride nomination and recognition as monthly assemblies	2.1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences 2.1.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake 2.1.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.1.4 Continue Panther Pride nomination and recognition as monthly assemblies	2.1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences 2.1.2 Continue staff expectation of the four (4) H's when greeting students: Hello, High Five, Hug, or Handshake 2.1.3 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.1.4 Continue Panther Pride nomination and recognition as monthly assemblies

2.0.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)	2.1.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)	2.1.5 Provide opportunities for students to share input regarding school activities (field day games, spirit day themes, etc.)
2.0.6 Purchase and implement Toolbox, a social-emotional program, K-6	2.1.6 Provide catered dinner Toolbox training for parents.	2.1.6 Create Toolbox Parent Lead position on PTO board and continue Toolbox activities as designed by PTO committee.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50	50	50
Source	Base	Base	Base
Budget Reference	5900: Communications Postage	5900: Communications Postage	5900: Communications Postage
Amount	200	200	200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Panther Pride certificates and awards	4000-4999: Books And Supplies Panther Pride certificates and awards	4000-4999: Books And Supplies Panther Pride certificates and awards
Amount	10,200	5,100	2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Toolbox materials and training for staff	4000-4999: Books And Supplies Parent workshop materials for Toolbox	4000-4999: Books And Supplies Replenish Toolbox materials as needed
Amount	3,500	5,000	5,500
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Field trip expenses (bus, driver, mileage)	2000-2999: Classified Personnel Salaries Field trip expenses (bus, driver, mileage)	2000-2999: Classified Personnel Salaries 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.0 Support parents through School Attendance Review Board	3.1.1 Support parents through School Attendance Review Board	3.1.1 Support parents through School Attendance Review Board

Budgeted Expenditures

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

Action 4

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

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

All

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

All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.0 Maintained communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings	4.1.1 Maintained communication with families regarding behavior, attendance, academics via letters, memos, phone calls and/or meetings 4.1.2 Included communication regarding professional development topics at minimum day meetings and student learning on minimum days.	4.1.1 Maintain communication with families regarding behavior, attendance, academics, and professional development topics at minimum day meetings as well as student learning on minimum days via letters, memos, phone calls and/or meetings. 4.1.2 Implement Academic Parent Teacher Team meetings (APTT) in grades 6-8

Budgeted Expenditures

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

Amount			4,200
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Teacher time for prep of APTT

Action 5

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

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

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.0.1 Posted Behavior Matrix in classrooms and main buildings 5.0.2 Teachers reviewed Discipline Policy Matrix with students at the beginning of the year	5.1.1 Posted Behavior Matrix in classrooms and main buildings 5.1.2 Teachers reviewed Discipline Policy Matrix with students at the beginning of the year	5.1.1 Post Behavior Matrix in classrooms and main buildings 5.1.2 Teachers to review Discipline Policy Matrix with students at the beginning of the year

5.0.3 When students were sent to the office for disciplinary action, principal communicated progression and consequences on Discipline Policy Matrix	5.1.3 When students are sent to the office for disciplinary action, principal communicated progression and consequences on Discipline Policy Matrix with both the students and parents	5.1.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix with both the students and parents
5.0.4 Hired part-time mental health clinician	5.1.4 Maintained part-time mental health clinician position	5.1.4 Maintain part-time mental health clinician position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200	100	100
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Printing and laminating Behavior Matrix	4000-4999: Books And Supplies Replacements as needed for Behavior Matrix	4000-4999: Books And Supplies Replacements as needed for Behavior Matrix
Amount	3,500	4,000	4,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Part-time mental health clinician	2000-2999: Classified Personnel Salaries Part-time mental health clinician	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.0.1 Maintain communication with families regarding behavior, attendance, academics 6.0.2 Identify resources outside the school for families to contact	6.1.1 Maintained communication with families regarding behavior, attendance, academics 6.1.2 Identified resources outside the school for families to contact	6.1.1 Maintain communication with families regarding behavior, attendance, academics 6.1.2 Identify resources outside the school for families to contact

Budgeted Expenditures

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

Action 7

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

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

All

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

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.0 Continued identification and participation of community service activities for all students	7.1.1 Continued identification and participation of community service activities for all students, include academic and SEL standard(s) activity incorporates.	7.1.1 Continued identification and participation of community service activities for all students, include academic and SEL standard(s) activity incorporates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	1000	1200
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Bus Driver	5000-5999: Services And Other Operating Expenditures Bus Driver	5000-5999: Services And Other Operating Expenditures Bus Driver

Action 8

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

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

OR

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

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

[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8.0.1 Implement 30 minutes of weekly portfolio development, goal reflection, data tracking, and discussion of progress toward goals in grades 4-8. 8.0.2 Within the first six weeks of school, implement a personal communication passport workshop for students in grades 4-8 and encourage students to refer to their passport during weekly goal reflection. 8.0.3 In the fall, have students in grades 2-8 explore and vote on different vocational field trip experiences of interest in the North State. 8.0.4 Continue daily implementation of Franklin Covey's Leader in Me program for developing leadership habits and providing annual incentives for success in demonstrating the 8 habits. 8.0.5 Continue weekly access to the garden and implementation of trimester service learning projects: Summer Weed Sweep, Fall Foods for Spark, Mother's	8.1.1 Implemented 30 minutes of weekly portfolio development, goal reflection, data tracking, and discussion of progress toward goals in grades 3-8. 8.2.1 Continued implementing personal communication passport workshop for students in grades 3-8 and encourage students to refer to their passport during weekly goal reflection. 8.3.1 In the spring, students in grades 2-8 recounted/created a multimedia presentation of one of the field trip experiences in the Learning Center. 8.4.1 Maintained daily implementation of Franklin Covey's Leader in Me program for developing leadership habits and providing annual incentives. 8.5.1 Implemented three additional poultry service learning projects: Summer Story Time with Silkie Chickens, Fall Food Menu features egg dishes, Spring Chick Fundraiser Sales	8.1.1 Implement 30 minutes of weekly portfolio development, goal reflection, data tracking, and discussion of progress toward goals in grades 2-8. 8.2.1 Continue implementing passport workshop for students in grades 2-8 and encourage students to refer to their passport during weekly goal reflection. 8.3.1 In the spring, have students in grades 2-8 recount/create a multimedia presentation of one of the field trip experiences and share with a stakeholder audience (School Site Council Audience/Parent Teacher Organization). 8.4.1 Maintain daily implementation of Franklin Covey's Leader in Me program for developing leadership habits and providing annual incentives. 8.5.1 Maintain K-8 exceptional needs program offerings.

Day Flower presents and expand gardening practices to include weekly access to poultry practices.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	800	1200	1400
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Incentives, Workability Field Trips	4000-4999: Books And Supplies Incentives, Workability Field Trips	4000-4999: Books And Supplies Incentives, Workability Field Trips

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$134,379	8.92%

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 46.8% in 2018-19, a one percentage decrease from 47.8% in 2017-18, yet 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

Continued support of leadership opportunities for staff
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 continued to identify leadership opportunities for staff, including stipends for each position.

NGSS lead teacher and implementation
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, staff identified a NGSS Lead for 2017-18 and future years during the implementation of NGSS curriculum. The purpose of the NGSS Lead is to attend relevant professional development, share curriculum options, and update teaching staff on NGSS implementation. Primary grades, K-3, aligned their current ELA curriculum with NGSS, identifying gaps in which they've determined the supplement, Mystery Science, has been 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.

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)

Maintain and support bilingual aide position for the continued development of English; maintain ELPAC lead position
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

Academic enrichment
California MTSS is built on the premise that universal support must be provided for all students while recognizing that some students

may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade level peers. Based on various data points, the district has identified dedicated intervention and/or enrichment blocks for all students. For students in need of additional supports in a targeted area, the intervention block (Academic Enrichment) is an opportunity to review, relearn and master the skills in that area. To ensure that the additional time meets the varied needs of all of the students and helps them to reach high academic standards, educators will develop systems to determine the appropriate interventions/supports by accessing resources such as, but not limited to, Digital Library and iReady Resources. For students who have demonstrated proficiency in the curriculum being taught in their classrooms, the enrichment block (Electives) provides an opportunity to explore courses based on interest or curiosity of a subject.

Upgrading school facilities
With the use of Prop 39 funding, HVAC units will be replaced on the main building. As construction draws near in 2020, we anticipate little maintenance to buildings as they will be replaced soon, yet will continue to monitor dry rot and leaking ceilings.

GOAL 2

Minimum day collaboration
As we continue our journey of implementing UDL principles within a Multi-tiered System of Support framework, the district will provide professional learning opportunities for all teachers across all content areas, as requested by staff. This journey includes challenging all school staff to change the way they have traditionally worked in and out of the classroom. The work done in 2018-29 to develop the Writing Norms Matrix will continue our collaborative approach of analyzing student data as we work together to develop both a Reading Norms Matrix as well as a Mathematics Norms Matrix in 2019-20.

CAST
Now that CAST is in full implementation, we continue to utilize Zingy Science. Additionally, minimum day conversations regarding science curriculum continue as we look at the ways we support all students with hands-on opportunities across grade levels.

Implement PE curriculum in order to provide healthy lifestyle skills for all students
Continued implementation of the CATCH (Coordinated Approach to Child Health) curriculum, classroom teachers will continue to provide to all students opportunities of establishing healthy behaviors during childhood.

Utilizing the Health Framework, collaborate with cafeteria staff to develop and deliver nutrition education to all students. Continue K-3 Healthy Snack program.
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. As funds allow, this program will continue for all K-3 students.

Comprehensive Health Education
Along with the aforementioned programs - PE and K-3 Healthy Snacks - we continue to implement a comprehensive health education to all students. Implementing the puberty lessons for students in grades 5-6 this year allows all students access to important health information, regardless of socio-economic status.

GOAL 3

Utilizing School Wise for effective parent communication
The National School Public Relations Association's (NSPRA) report "How Strong Communication Contributes to Student and School Success" outlines research that states "communication plays an important role in the type and quality of parent/community involvement. In A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, Anne Henderson and Karen Mapp examine 51 research studies conducted between 1993 and 2002 and synthesize the studies' findings. They found there is a positive and convincing relationship between family and community involvement and improved student academic achievement, including higher gradepoint averages and scores on standardized tests, more classes passed, higher enrollment in more challenging academic classes, better attendance and improved behavior at home and at school. This holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages.5 Parent and community involvement are identified as factors in most studies which examine the research on effective schooling. Numerous school/family/community partnerships have produced dramatic and lasting increases in student achievement. Our communication begins with our student information system, School Wise. This electronic tool allows us to stay in communcation with families

Maintain TOOLBOX™ implementation (MTSS grant funds)
The implementation of Toolbox in 2017-18 was a "game changer" for our campus. Based on parent and staff feedback, the Toolbox tools were well received at school and at home. TOOLBOX™ was implemented by all staff, including classified. Many instances were documented in which students were able to successfully understand and manage their own emotional, social, and academic needs. "Phase Two" of our TOOLBOX™ implementation in 2018-19 will include Parent Workshops. These workshops will be designed to give parents/caregivers access the 12 Tools as Tools for Parents and solidify the vehicle for healthy relationships with their children. The workshops will be held during the evening in which dinner and childcare will be provided through the use of the MTSS grant in which the district received. Although it doesn't impact our LCFF funding, implementation of this program meets many of our LCAP's goals and actions/services, as well as increased and improved services for all students, thus its inclusion here.

Maintain Part-time Mental Health Clinician
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 of the clinician assisting students with self-esteem, stress management, or other areas of need including interpersonal relationships with peers and adults, was met in 2017-18. Based on the effective implementation of these services, they will continue through future years as the budget allows.

Junior High implementation of APTT - Academic Parent Teacher Teams
Piloted in 6th grade in 2018-19, we found APTT to be a model of family engagement grounded in the notion that schools can thrive when families and teachers work together. The model we have chosen to implement includes three classroom team meetings in which the teacher meets with all parents in the class. The teacher reviews and explains class-level data as well as providing parents with their own child's individual data. Together, the parents and the teacher write SMART goals that are reviewed at the next team meeting. The teacher also models and provides materials for activities that parents can do with their children at home. This structure gives parents time to practice these activities in a small group setting. Preliminary feedback on this model suggests that student achievement in both math and reading increased for students whose families participated in the APTT team meetings. The program also seems to increase student engagement, confidence and attendance, as well as improve parent-teacher communication and parent self-efficacy for supporting student learning at home. It is our hope that this increased parent engagement will provide parents with the skills to support their children at home academically.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$124,100	8.54%

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 increasing from 41.59% in 2016-17 to 47.8% in 2017-18, yet 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

NGSS Implementation

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, staff identified a NGSS Lead for 2017-18 and future years during the implementation of NGSS curriculum. The purpose of the NGSS Lead is to attend relevant professional development, share curriculum options, and update teaching staff on NGSS implementation. Primary grades, K-3, aligned their current ELA curriculum with NGSS, identifying gaps in which they've determined the supplement, Mystery Science, has been 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.

Staff in grades 5-8 have identified Discover Education's Techbooks for NGSS implementation. Implementation of the Science Techbooks have allowed teachers to transition to NGSS by providing a simple-to-use, highly interactive program. It integrates multimedia, including video, audio, text, and interactives, with hands-on activities and virtual labs that provide a rich and engaging learning experience for students. Embedded and technology-enhanced formative assessment opportunities are also provided and were utilized during the 2017-18 school year. 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.

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)

Continued support of leadership opportunities for staff

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 continued to identify leadership opportunities for staff, including stipends for each position.

Academic Enrichment

California MTSS is built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade level peers. Based on various data points, the district has identified dedicated intervention and/or enrichment blocks for all students. For students in need of additional supports in a targeted area, the intervention block (Academic Enrichment) is an opportunity to review, relearn and master the skills in that area. To ensure that the additional time meets the varied needs of all of the students and helps them to reach high academic standards, educators will develop systems to determine the appropriate interventions/supports by accessing resources such as, but not limited to, Digital Library and iReady Resources. For students who have demonstrated proficiency in the curriculum being taught in their classrooms, the enrichment block (Electives) provides an opportunity to explore courses based on interest or curiosity of a subject.

Goal 2

Maintain and support bilingual aide position for the continued development of English ($25,500 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

Implement PE curriculum in order to provide healthy lifestyle skills for all students

With the resignation of the district's PE teacher, the district was challenged to continue to provide the physical fitness structure our students need. Referring to the work on Self-Determination Theory by Psychologists Edward L. Deci and Richard M. Ryan at the University of Rochester, the district was adamant in continuing to provide 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 within their own classroom environment. http://www.learning-theories.com/self-determination-theory-deci-and-ryan.html. With the purchase of the CATCH (Coordinated Approach to Child Health) curriculum, classroom teachers will continue to provide students with opportunities of establishing healthy behaviors during childhood.

Utilizing the Health Framework, collaborate with cafeteria staff to develop and deliver nutrition education to all students. Continue K-3 Healthy Snack program.

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. As funds allow, this program will continue for all K-3 students.

Goal 3

TOOLBOX™ Implementation (MTSS grant funds)

The implementation of Toolbox in 2017-18 was a "game changer" for our campus. Based on parent and staff feedback, the Toolbox tools were well received at school and at home. TOOLBOX™ was implemented by all staff, including classified. Many instances were documented in which students were able to successfully understand and manage their own emotional, social, and academic needs. "Phase Two" of our TOOLBOX™ implementation in 2018-19 will include Parent Workshops. These workshops will be designed to give parents/caregivers access the 12 Tools as Tools for Parents and solidify the vehicle for healthy relationships with their children. The workshops will be held during the evening in which dinner and childcare will be provided through the use of the MTSS grant in which

the district received. Although it doesn't impact our LCFF funding, implementation of this program meets many of our LCAP's goals and actions/services, as well as increased and improved services for all students, thus its inclusion here.

Maintain Part-time Mental Health Clinician

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 of the clinician assisting students with self-esteem, stress management, or other areas of need including interpersonal relationships with peers and adults, was met in 2017-18. Based on the effective implementation of these services, they will continue through future years as the budget allows.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$111,285

Percentage to Increase or Improve Services

8.58%

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

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.

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 CrossCutting Concepts (CCC) and outline what these mean in practice.

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 Page 65 of 84 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

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

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

Maintain and support bilingual aide position for the continued development of English

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

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.learningtheories.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.

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

TOOLBOX™ Implementation

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

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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  (A) enrolled less than 31 days
  (B) enrolled at least 31 days but did not attend at least one day
  (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
     (i) are enrolled in a Non-Public School
     (ii) receive instruction through a home or hospital instructional setting
     (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
  (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  (B) The total number of students in the cohort.
  (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  (A) The number of students who either graduated as grade 11 students or who earned any of the following:
     (i) a regular high school diploma
     (ii) a High School Equivalency Certificate
     (iii) an adult education diploma
     (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  (B) The number of students in the DASS graduation cohort.
  (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	119,533.00	95,312.00	125,420.00	112,733.00	123,008.00	361,161.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	3,000.00	3,000.00
Base	54,900.00	0.00	75,750.00	59,900.00	57,600.00	193,250.00
Federal Funds	5,000.00	9,149.00	5,000.00	5,000.00	5,000.00	15,000.00
LCFF Base	0.00	49,353.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	20,643.00	20,700.00	23,550.00	44,108.00	88,358.00
Locally Defined	0.00	200.00	0.00	0.00	0.00	0.00
Other	16,800.00	15,967.00	0.00	5,000.00	10,800.00	15,800.00
Supplemental	42,833.00	0.00	23,970.00	19,283.00	2,500.00	45,753.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	119,533.00	95,312.00	125,420.00	112,733.00	123,008.00	361,161.00
0001-0999: Unrestricted: Locally Defined	0.00	1,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	25,500.00	19,000.00	45,050.00	25,500.00	33,700.00	104,250.00
2000-2999: Classified Personnel Salaries	38,933.00	5,000.00	34,270.00	43,933.00	46,608.00	124,811.00
4000-4999: Books And Supplies	17,300.00	15,292.00	24,400.00	17,300.00	20,100.00	61,800.00
5000-5999: Services And Other Operating Expenditures	25,700.00	23,327.00	11,600.00	13,900.00	22,500.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00	1,000.00	10,000.00	12,000.00	0.00	22,000.00
5900: Communications	100.00	260.00	100.00	100.00	100.00	300.00
7000-7439: Other Outgo	0.00	29,933.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	119,533.00	95,312.00	125,420.00	112,733.00	123,008.00	361,161.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	0.00	1,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	24,000.00	0.00	43,650.00	24,000.00	26,000.00	93,650.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	17,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	1,500.00	1,400.00	1,500.00	5,700.00	8,600.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,500.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	5,000.00	0.00	3,500.00	10,000.00	10,500.00	24,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	5,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	17,000.00	19,750.00	36,108.00	72,858.00
2000-2999: Classified Personnel Salaries	Supplemental	33,933.00	0.00	13,770.00	14,183.00	0.00	27,953.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	3,000.00	3,000.00
4000-4999: Books And Supplies	Base	7,200.00	0.00	9,200.00	7,200.00	2,200.00	18,600.00
4000-4999: Books And Supplies	Federal Funds	5,000.00	9,149.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	5,743.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	200.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Locally Defined	0.00	200.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	7,400.00	7,400.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	5,100.00	0.00	10,200.00	5,100.00	2,500.00	17,800.00
5000-5999: Services And Other Operating Expenditures	Base	6,600.00	0.00	9,300.00	6,600.00	18,800.00	34,700.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	3,600.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	4,760.00	2,300.00	2,300.00	2,300.00	6,900.00
5000-5999: Services And Other Operating Expenditures	Other	16,800.00	14,967.00	0.00	5,000.00	1,400.00	6,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,300.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	12,000.00	0.00	10,000.00	12,000.00	0.00	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	1,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	100.00	0.00	100.00	100.00	100.00	300.00
5900: Communications	LCFF Base	0.00	260.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	LCFF Base	0.00	15,750.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	14,183.00	0.00	0.00	0.00	0.00

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

						Total Expenditures by Goal				
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	68,850.00	57,535.00	53,300.00	62,050.00	71,100.00	186,450.00
Goal 2	31,383.00	23,217.00	51,520.00	31,383.00	29,608.00	112,511.00
Goal 3	19,300.00	14,560.00	20,600.00	19,300.00	22,300.00	62,200.00
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.

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

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