

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Arcohe Union School District		
Contact Name and Title	Troy Miller, Superintendent	Email and Phone	miller@arcohe.net ; 209-748-2313

2017-20 Plan Summary

THE STORY

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

The District

Arcohe Union School District is a rural, one school district encompassing approximately 88 square miles in the southern section of Sacramento County. The district's programs and services are provided by 28 teachers in grades TK-8 and 26 classified employees. Arcohe serves 439 students, which includes those served in the district Special Education programs on campus. There are approximately two classrooms at each grade level and support services, which include a Reading Specialist and English Language Specialist. The ethnic composition of students enrolled in the district is approximately 42.5% white, 48.1% Hispanic, 1.7% African American and 7.7% Other. The district budget is approximately 3.3 million dollars and the LCFF Entitlement per ADA is \$6,528.

The Community

Arcohe School is in the community of Herald with a population of 1,184 and is located about 25 miles southeast of Sacramento and northeast of Stockton. When the school first opened in 1956, the name was derived from the three communities originally represented: AR (Arno), CO (Colony) and HE (Herald). The community is very involved in the school, and there are multiple linkages and partnerships. There is an active Arcohe Parent Teacher Club (APTC), which meets regularly and has many supportive activities throughout the year. There is also strong parental support and involvement in the School Site Council, the District English Learner Advisory Committee (DELAC), and the Herald Community Club (HCC).

Extracurricular activities are plentiful through after school tutoring, after school sports, 4-H, Boy and Girl Scouts, sports through Galt Parks and Recreation and County Line Youth Soccer League. Herald is a close knit community of parents and residents interested in the welfare of the students. The school is the center of the community.

LCAP HIGHLIGHTS

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

Over the past twelve months, substantial effort has been made to increase services for all students, but in particular with our identified subgroups. Our efforts have including increases in academic and behavior support as well as provide additional opportunities and resources we would not otherwise been able to supply. Highlights include:

- Increased Bilingual instruction and support through the addition of an English Language Specialist
- Addition of STAR testing to measure student progress throughout the academic year
- Piloted Academic Reading and Math to provide reading and math interventions
- Maintained our Spanish and Music enrichment program by hiring two replacement teachers
- Started a Summer School program in June 2016 to support our at-risk students
- Retrained all staff members in the principles of Positive Behavior Supports and Interventions (PBIS)
- Purchased 1:1 tablets for every student
- Installed projection systems and technology support devices in every classroom
- Built shade structure on the East Campus to provide an outdoor classroom space
- Held a Family Reading Night to support literacy and school-wide book fair
- Started a new program called Watch Dog Dads to bring more parents on campus and provide support
- Continued offering awards and PBIS assemblies to encourage positive academics and behaviors

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our greatest progress this year has been to start getting more intentional about focusing on student growth toward mastery of the Common Core Standards. Since we have a better sense of the new assessment system, we understand we need other metrics throughout the year to ensure our students are making advancements prior to taking the end of the year assessment. To do this, we hired a Dean of Students and Instruction to organize the curriculum for the district and provide instructional coaching for all teachers. To aide with this, we contracted with Renaissance Learning to provide the STAR assessment throughout the year to give us immediate and individual information on each learner. While we are still learning the system, we have already seen the value of the information as it is being used to change instruction in the classrooms tailored to the scores of the students. These adjustments will serve all students but will be increasingly beneficial to our subgroups as we will be able to target interventions to them specifically.

To support all instruction, we have also have made great strides in building our technology base at the school. With the addition of tablets, we are fully a 1:1 device district and students use the technology on a daily basis. We have also increased instructional technology with the addition of document cameras,

Chromecasts, and LCD projectors in every room. The technology makes instruction easier for the staff and has increased student engagement by giving them the opportunity to have immediate feedback and the ability to see images clearly without the loss of instructional time.

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

GREATEST NEEDS

Our progress came out of a recognition of our needs across the district. As a team, we looked at assessment scores from 2016 and noticed a severe need to increase scores in the English Language Arts (ELA) portion of the annual CAASPP test. Based on the student dashboard, the district is in the orange for all students in this category with a decline in student scores between testing years. We have determined we need to purchase an updated ELA curriculum series to both fit the Common Core Standards as well as the level of rigor to fit the readability of the state assessment. Although our current series is Common Core aligned, the level of vocabulary and comprehension is below the level it needs to be moving forward.

Looking closely at these scores, our English Learners and Hispanic subgroups lag behind the general population. In addition to the interventions noted in the greatest progress section, we have started to address the needs of our ELs with the hiring of a half-time EL Specialist to give targeted interventions to the students with the greatest needs. Moving ahead, we are going to continue support these students both through intervention services as well as providing targeted professional development for all teachers to provide systematic English Language Development (ELD) instruction for all ELs in the general education setting.

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

PERFORMANCE GAPS

As noted, our EL and Hispanic subgroups perform lower than the general population in the area of ELA. The intervention services at this point have been focused on identifying the immediate needs of the students and supporting their work in the general education classroom. While this work is vital, we are looking at improving our delivery by both increasing the capacity of the Tier I instructors as well as identifying other curricular materials to build the skills of students in this subgroup long term. We will continue to offer additional assistance after school as well during the summer to give these students the opportunity to close the gap. We are also looking at designing parent classes aimed at teaching parents effective ways to support students at home.

INCREASED OR IMPROVED SERVICES

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

Beyond what was mentioned above, we will continue to evolve our EL core instruction and intervention services by adding curricular and technological pieces to allow greater access for this subgroup. For all students in the aforementioned subgroups, we will continue to offer after school and summer school options to help allow students to close the achievement gaps. For 2017-18, we will also be offering Saturday School a few times a year to give additional practice to all students. We are looking at adding Science, Technology, Engineering, Art and Math (STEAM) activities to these sessions to help keep students engaged.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,571,822
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,346,400

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

The above figure shows a difference of about \$1.2 million dollars. Although the LCAP is a comprehensive plan for the instruction of students, there are other costs associated with running the school district that does not directly impact students in the classroom. Some of these costs include administrative costs, transportation, general maintenance, and utilities. A complete breakdown of the district’s budget is available in the district office and can be made available for the general public.

\$3,765,414	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Continue to maintain high academic standards for students and close the achievement gap for subgroups: Hispanic, Low Income (LI), English Learners (EL), and Students with Disabilities (SWD).

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. API score metric has been suspended by the California Department of Education
2. 52% of students will score in the top two levels on the CAASPP tests in ELA.
3. 46% of students will score in the top two levels on the CAASPP tests in Mathematics
4. 50% of students will score at or above grade level in other subjects on curriculum-based assessments.
5. All teachers will be highly qualified and assigned within their credentials.
6. All students will be provided CCSS-aligned materials in all core academic subjects where materials are available.(ELD (for ELL), Science, Social Studies, other)
7. Teachers will receive a minimum of eight professional development training hours per year in the core curriculum areas (ELA, ELD, Math, Science, and/or Social Studies)

ACTUAL

1. API not applicable.
2. 40% of students scored in the top two levels on the CAASPP test in ELA.
3. 43% of students scored in the top two levels on the CAASPP math test.
4. 39% of students scored at or above grade level in other curriculum-based assessments in Reading; 38% of students scored at or above in Math.
5. All teachers are highly qualified and assigned within their credentials.
6. Students have CCSS-aligned materials in all core subjects
7. Teachers received a minimum of eight professional development hours in core curriculum areas.
8. We currently have 4 students labeled as chronically absent.
9. The attendance rate for 2016-17 was 95.42%

8. Chronic absenteeism will be limited to 4 students (or two families) or less.
9. Maintain 96% attendance rate or better

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

PD will continue on the CCSS for ELA, ELD, math and NGSS. PD will be provided for any new text series (i.e. Science and or Social Studies) adopted for implementation.

ACTUAL

The district offered professional development for the STAR testing, Academic Reading and Math. Grade levels also collaborated during the early release schedule and focused on student performance.

Expenditures

BUDGETED

Sup/Con \$10,000 Obj code 1100

ESTIMATED ACTUAL

\$13,314

Action

2

Actions/Services

PLANNED

Maintain 24:1 or better class size in primary grades (GSA).

ACTUAL

Actual class size for TK – 3 was 20.8:1

Expenditures

BUDGETED

LCFF \$321,000 Obj code 1100 Res 0000
LCFF \$57,000 Obj code 3000s Res 0000

ESTIMATED ACTUAL

\$348,288
\$30,118

EPA \$90,000 Obj code 1100 Res 1400
EPA \$25,000 Obj code 3000s Res 1400

\$71,422
\$23,030

Action

3

Actions/Services	PLANNED Provide transportation to and from school.	ACTUAL Transportation was provided
	BUDGETED LCFF \$50,000 Obj code 2200 LCFF \$25,000 Obj code 3000s LCFF \$9,000 Obj code 4300	ESTIMATED ACTUAL \$56,502 \$36,327 \$20,115

Action 4

Actions/Services	PLANNED Provide transportation to and from school for students with disabilities.	ACTUAL Transportation was provided. The district had two additional students requiring transportation which elevated the budgeted amount.
	BUDGETED LCFF \$8,000 Obj code 2200 LCFF \$4,000 Obj code 3000s LCFF \$3,000 Obj code 4300 LCFF \$2,000 Obj code 5600	ESTIMATED ACTUAL \$22,150 \$7624 \$3000 \$2000

Action 5

Actions/Services	PLANNED Provide bilingual instructional aides in classes impacted with the highest numbers of EL students.	ACTUAL Schedule is designed to maximize instructional aide time to support EL students.
	BUDGETED Sup/Con \$42,700 Obj code 2100 Sup/Con \$17,000 Obj code 3000s Title I \$2400 Obj code 2100 Title I \$500 Obj code 3000s	ESTIMATED ACTUAL \$40,986 \$19,882 \$2400 \$500

Title III \$3700 Obj code 2000	\$3918
Title III \$1,800 Obj code 3000s	\$2293

Action 6

Actions/Services	PLANNED Provide additional paraprofessional support for classes with enrollments over 34.	ACTUAL No classes exceeded 34.
Expenditures	BUDGETED Sup/Con \$4,000 Object code 2100	ESTIMATED ACTUAL NA

Action 7

Actions/Services	PLANNED Salaries and benefits of all staff to provide Tier I instruction and academic support.	ACTUAL Salaries included in LCAP budget
Expenditures	BUDGETED LCFF \$1,270,000 Obj code 1000s LCFF \$84,750 Obj code 2000s Sup/Con \$7,230 Obj code 1000s Sup/Con \$63,250 Obj code 2000s LCFF \$446,000 Obj code 3000s Sup/Con \$29,000 Obj code 3000s	ESTIMATED ACTUAL \$1,441,822 \$62,731 \$13,315 \$43,732 \$542,326 \$21,296

Action 8

Actions/Services	PLANNED Purchase curriculum-based test in ELA and Math to show student progress toward State Standards.	ACTUAL STAR testing was purchased and teachers trained in administering assessments. Teachers were asked to give the exams three times during the year to measure student growth.
	BUDGETED LCFF \$3000 Obj code 4300	ESTIMATED ACTUAL \$750

9

Action		
Actions/Services	PLANNED Provide financial support for off-site field trips to support classroom instruction.	ACTUAL District paid for half of the transportation cost for all field trips.
	BUDGETED LCFF \$1400 Obj code 2200 LCFF \$100 Obj code 3000s	ESTIMATED ACTUAL LCFF \$2031

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.

During 2016-17, the district has focused on building the foundations of a sound education program to support students and staff. Knowing our assessment scores are not meeting expectations, we have targeted both core instruction as well as interventions for at-risk students. With the addition of other assessment metrics, we can tailor instruction throughout the year and engage students at their current levels. Our additions of an Instructional Coach, EL Specialist, a third Special Education teacher, the MTSS process and piloting Academic Reading and Math in two classrooms has given us some flexibility in our delivery methods. We are going to continue with these support systems moving forward and continue to add to our overall process.

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

Our student scores declined from 2015 to 2016 which prompted a change in our methods to help students. While we do not know the assessment scores for 2017, we believe the steps we have taken have been positive in moving the school in the right direction. In particular, we know our EL students have not kept up pace with their grade-level peers. This fact drove us to increase our interventions for EL students and find materials to allow them to access the core curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our biggest difference in budget vs. actuals is the amount paid to Tier I instructional support (Action 7). We had additional students enroll this year which forced us to hire three positions we did not originally plan for. The increased ADA covered our increased cost, but it did cause a discrepancy in the budget. Ultimately, the addition of staff allowed us to stay within the Grade Span Adjustment parameters and keep class sizes at a sustainable level. We also added the .5 FTE Math Interventionist in the instructional support budget due to a need in additional math services. The transportation cost for Students with Disabilities was higher than the budgeted amount due to an increase in the number of students who required transportation on their Individual Education Plans.

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.

For 2017-18, the action items we are adding include:

1. Creating a Leadership Team to implement the MTSS system and provide professional development.
2. Substituting teachers out three times a year to conduct data team meetings.
3. Purchase a new ELA series and provide professional development to implement
4. Purchase curricular materials to support the EL Specialist
5. Contract with an after school program to provide structured services.
6. Moved two metrics to Goal 3 (Chronic Absenteeism and Attendance)
7. Added new metrics (Academic Indicator for ELs, ELA and Math)
8. Added new services (EL Specialist, pg. 40; Math Interventionist, pg. 47; Peer Tutoring pg. 48)

Goal 2

Expand course offerings to include specific enrichment/elective classes at all grade levels.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Add one additional specifically credentialed teacher(s) to provide at least one enrichment course/subject for all students at all grade levels (Art).

ACTUAL

Held two separate rounds of interviews but no viable candidate was found for the .5 FTE position.

Action

1

Actions/Services

PLANNED

Hire highly qualified enrichment teachers (subjects: Spanish, music, etc.) and purchase materials.

ACTUAL

Art teacher was not hired, continued to have Spanish and Music enrichment.

Expenditures

BUDGETED

LCFF \$45,000 Obj code 1100
LCFF \$6,000 Obj code 4300

ESTIMATED ACTUAL

\$37,418
\$3200

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.

No viable candidate found. Held a Family Paint Night on Friday, March 31 to support family learning. An Art room was created on the main campus with both instructional materials and suggested lesson plans, but teachers have to provide their own instruction.

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

Did not achieve goal for hiring new Art teacher. Continued to have part-time Music and Spanish enrichment classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Did not hire an art teacher thus did not spend the entire budgeted amount.

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.

For 2017-18, the following changes will be made to this goal:

1. Hire a part-time PE specialist
2. Maintain two elective sections on campus and not pursue a third section due to the budget and scheduling. In the event we lose either our current Music or Spanish teacher, we will hire a replacement and if the best candidate is an art teacher, we will fill that section.
3. Remove Art teacher metric
4. Add new course metrics (2 elective courses and PE Specialist)
5. Add new curriculum metrics (mindfulness, pg. 53; PE equipment, pg 54; PBIS incentives, pg 55)

Goal 3

Expand after school program offerings to increase student engagement.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Provide at least 3 after school activity programs for grades 4-8.
2. EL students will increase assessment proficiency at the baseline rate of at least 19 students.
3. 10 or more EL students will be reclassified as proficient.
4. Implementation of a summer learning program for EL and academically at-risk students.
5. Middle school dropout rate will maintain at 0%.
6. Reduce pupil suspension rate to 25 or less.
7. Maintain pupil expulsion rate of 1 or less.
8. Show an improvement in student perception of safety from 83% to 85% on the Healthy Kids Survey (HKS).
9. Show an improvement in student perception of connectedness to school from 67% to 72% on the Healthy Kids Survey (HKS).
10. Show an improvement in parent perception of safety from 59% to 64% on a school survey.
11. Show an improvement in teacher perception of safety from 53% to 58% on the Healthy Kids Survey (HKS).

ACTUAL

1. Provide three activities – Soccer, Track, and Running for Rhett.
2. EL students closed the achievement gap for the ELA by 5.2% and maintained at the same rate as non-EL students in Math.
3. Sixteen students were reclassified for 2016-17.
4. Summer School in June 2016 had an enrollment of 74 students.
5. Maintained at 0%.
6. 11 students were suspended for 2016-17.
7. One (1) student was expelled in 2016-17.
8. 79% of students in grades 5-8 felt safe at school based on the HKS.
9. 73.6% of students felt connected to school based on the HKS.
10. 68% of parents perceived the school as safe based on the HKS.
11. 62% of staff perceived the school as safe based on the HKS.

Action 1

Actions/Services	PLANNED After school tutoring/activities for EL students.	ACTUAL Tutoring was offered two times per week and saw an average attendance of 12.
Expenditures	BUDGETED Sup/Con \$1,000 Obj code 1105 Sup/Con \$2000 Obj code 2105	ESTIMATED ACTUAL \$1587 \$485

Action 2

Actions/Services	PLANNED Provide after school activities/tutoring for all students in grades 2-8.	ACTUAL Tutoring was offered two times per week and saw an average attendance of 30.
Expenditures	BUDGETED LCFF \$5,000 Obj code OR: 1105	ESTIMATED ACTUAL \$3058.44

Action 3

Actions/Services	PLANNED Provide summer learning program for all EL, low-income, and academically at-risk students.	ACTUAL Summer School was offered in June 2016 and saw an average attendance of 74 students for the fourteen instructional days.
Expenditures	BUDGETED Sup/Con \$25,000 Obj code 1105 Sup/Con \$5000 Obj code 2105	ESTIMATED ACTUAL \$24,256 \$1969

Action

4

Actions/Services

PLANNED
Provide professional development for all staff on Tier I PBIS strategies.

ACTUAL
Forty-six staff members received Tier I training on 8/10/16.

Expenditures

BUDGETED
Sup/Con \$1000 Obj Code 1100

ESTIMATED ACTUAL
\$1000

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.	<p>A big gain to this goal was the addition of the Summer School program in June 2016 with 74 students attending. The focus of the summer academy was on giving at-risk and bilingual students the opportunity to have a boost in the summer months in the areas of reading and math. We continue to offer after school tutoring with a focus on our subgroups to both complete homework assignments they may not finish at home and reteach concepts they may have missed the first time.</p> <p>The addition of the EL Specialist as mentioned in previous sections is also a direct result of this goal as it relates to our EL students. While our goal is to reclassify ELs to prevent them from becoming long-term ELs, we also have an interest in maintaining their native language to create bilingual learners. Our system is not designed to accomplish this yet, but it continues to be a goal of the program.</p> <p>The PBIS professional development session was designed to reteach all staff the tenants of the program that made it effective at the school the previous four years. Also, since we hired quite a few new personnel over the past few years, a number of people missed the initial training. We have seen a decrease in the number of students being suspended from school as a direct result of focusing on the basics of the program.</p> <p>Finally, we added Restorative Circles to our Tier I and II behavior system. Looking at the interventions we were providing for students on a Tier II level, we found we needed something else to help students take the step of owning and, ultimately, changing their behavior. The method has been used with both staff and students with great success. The goal is to have more staff formally trained on the technique in the future.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Based on the PBIS training, staff have been more proactive in their explanation of behavioral expectations to students. While situations still occur, there is an attempt to focus on improving overall behavior prior to and during the action as opposed to a reactionary method. Students are expected to take ownership of their behavior. An addition to the PBIS effort is the use of Restorative Circles. A few staff members were formally trained in the method and have used it across the district with students and staff to make them more mindful of themselves and others. The technique allows for open dialogue with the fear of repercussions or discipline.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>On average, we stayed within decent parameters of our stated budget. The summer school and tutoring activities were well received and effective in meeting the needs of our unduplicated students.</p>
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.	<p>For 2017-18, we have planned for the following additional services for our students:</p> <ol style="list-style-type: none">1. Training our staff to have an effective Student Attendance Review Team (SART) to increase attendance2. Provide quarterly incentives for perfect and improved attendance3. Offer Saturday School to engage learners and increase ADA4. Purchase materials for an after school club5. Move metrics to Goal 1 (EL proficiency and RFEP)6. Moved Action 1 to Goal 1, Action 157. Removed Action 4

Goal 4

Expand the availability of technology for students and staff.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL 1, 5

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Sets of tablets will be in all rooms for all students
2. Projection systems will be provided for all classrooms.
3. Start three-year replacement plan to update classroom tablets

ACTUAL

1. TK-2nd – iPads; 3rd – 8th Chromebooks – fully implemented.
2. Projection systems purchased and installed in all classrooms.
3. Replacement plan delayed due to the overall good condition of the technology.

Action

1

Actions/Services

PLANNED

Purchase projection systems, classroom sets of tablet computers and teacher tablets.

ACTUAL

Fully implemented in all classroom including Special Education, Spanish, and Music.

Expenditures

BUDGETED

Lottery \$50,000 Obj code 4400

ESTIMATED ACTUAL

\$67,056

Action

2

Actions/Services	PLANNED PD for staff in using new technology to strengthen student learning.	ACTUAL Some 1:1 coaching used led by the Dean of Students and Instruction. Some staff meeting time dedicated to sharing best practices amongst staff.
	BUDGETED Lottery \$5,000 Obj code 1000s	ESTIMATED ACTUAL No cost as trainings happened during the normal school hours. No outside trainings were needed.

Action 3

Actions/Services	PLANNED Begin technology replacement plan for classroom tablets.	ACTUAL Replacement plan delayed due to the overall condition of the tablets. Some will be replaced based on need. We are also replacing the iPad covers to provide additional protection to prevent accidental breakage by the younger students. We used part of this money to replace our web filtering system.
	BUDGETED LCFF \$60,000 Obj code 4400	ESTIMATED ACTUAL \$18,000

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.	We have made great progress over the last three years to get more technology in the hands of the staff and students. We have fully implemented a 1:1 system at the school and have added projectors, document cameras, and Chromecasts in each classroom. Additionally, we used e-rate to install a fiber optic line between campuses to improve the reliability of the internet. Our class by class Wi-Fi reliability continues to be an issue at times which is due to the increased number of devices pulling signals from the system at any given moment.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As mentioned, we have a lot of hardware across the district but are experiencing problems with the infrastructure. The fiber optic cable has been an improvement for the middle school campus, but some problems still persist. We are actively working with our IT professionals to improve the overall capability of the system.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Since we did not replace the tablets as expected, we did not spend at the same rate as anticipated. Rather than have a large unused balance, we decided to use some of the money to improve our technology infrastructure to ensure more reliable service moving forward.
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.	<p>For 2017-18</p> <ol style="list-style-type: none">1. Solidify the infrastructure and to provide additional professional development to increase the daily use of the technology.2. Merge Goal 4 into Goal 33. Removal of metrics (tablets and projection systems)4. Add new actions (replace technology pg. 66)

Goal 5

Maintain and upgrade facilities and grounds.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL 4

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Complete deferred maintenance projects specified in the deferred maintenance plan.
2. The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.

ACTUAL

1. The district decided to delay the parking lot paving project until other ADA-related projects were priced out and addressed. Projects will be addressed in the creation of the five-year maintenance plan.
2. School passed inspection and opened on time.

Action

1

Actions/Services

PLANNED

Deferred maintenance per the adopted 5-year plan.

ACTUAL

Did not complete the paving project as per the maintenance plan. The money will be put back into an assigned balance account to be used on the new maintenance plan.

Expenditures

BUDGETED

LCFF \$257,000 Obj code 5800

ESTIMATED ACTUAL

\$105,200

Action 2

Actions/Services	PLANNED Expand playground and equipment on East Campus.	ACTUAL With the completion of the shade structure on the East Campus, tables were purchased for the outdoor classroom space.
Expenditures	BUDGETED Developer fees \$5,000 Obj code 5800	ESTIMATED ACTUAL \$5000

Action 3

Actions/Services	PLANNED Build Shade Structure on East Campus.	ACTUAL Shade structure was built.
Expenditures	BUDGETED LCFF \$140,000 Obj code 5800	ESTIMATED ACTUAL \$144,173

Action 4

Actions/Services	PLANNED Maintain the track on the east campus.	ACTUAL The track was maintained through general maintenance and has been used extensively by both PE classes and the track team.
Expenditures	BUDGETED LCFF \$1,000 Obj code 2300	ESTIMATED ACTUAL No cost as the work was done during the normal school hours.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A big addition to the campus is the shade structure on the East Campus. Since the building was built in 2008, it has lacked shade and a space for classes to be outside, when the weather permitted it. The area will be used both during and after the school day to give students and the general community the opportunity to escape the classroom setting.

The payment project for the front of the school was delayed due a number of factors. After consulting with construction firms, it was determined other areas needed to be address both before the completion of the project and during the course of it due to ADA-related issues. Rather than have cost overruns the district would not be able to sustain, we felt it was prudent to step back and have a delayed plan. The project is still slated to occur, just at a later date.

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

The district obtained an ADA-compliance report for the School Insurance Agency that detailed the projected needs across the district. This plan, coupled with consultation from a construction firm, will be used to create a new maintenance plan to address need adequately over time.

The shade structure was completed during the 2016-17 school year in compliance with the Division of State Architects regulations. The outdoor space will be used extensively over its life.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With the paving project not being completed, there is a large unused portion of the budget. The money will put back into an assigned balance to be used at a later date.

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.

For 2017-18, in addition to the items on the five-year maintenance plan, we have budgeted for installing a track on the East Campus for both PE and after school use. The long-term plan is to add fitness stations around the track for additional use.

Goal 6

Improve parent participation, specifically in all subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL 4

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 10% as measured by sign-in sheets. (currently 5% of all families participate)

ACTUAL

Had nineteen (19) parents take the LCAP survey this year as compared to only twelve (12) last cycle. We had signup sheets at our Family Learning Night and Family Paint Night to show an increase in parent participation.

Action

1

Actions/Services

PLANNED

Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.

ACTUAL

We purchased some materials for the Family Learning Nights but also utilized both donations of prizes and a book swap strategy to ensure students left with a book in hand.

Expenditures

BUDGETED

Sup/Con \$1000 Obj code 4300

ESTIMATED ACTUAL

\$350

Action

2

Actions/Services

PLANNED	ACTUAL
Provide incentives for parent participation (child care/activities, food, etc.).	Parents did not require child care and the fifth grade Science Camp sold food for a fundraiser.
BUDGETED	ESTIMATED ACTUAL
Sup/Con \$750 Obj code 4300	\$0

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We have continued to reach out to parents in a variety of ways to communicate. We use social media platforms, automated phone calls and emails, a monthly newsletter, and surveys to garner input and relay goals. We have held community events such as back to school night, family learning nights, music performances, and an open house to get families on campus often. The APTC is a strong component of the district and aides students and classrooms in a multitude of ways.

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

Although we have many avenues for parents to be on campus, we can also do more to invite both English and non-English parents on campus. We offer translation services for conferences but do not do enough for events at the school. Non-English speaking parents usually bring their own interpreters to the events, but we have no way of knowing how many don't attend because they do not have an interpreter. Our parent club is one of the strongest at the school and they provide so much support to the classrooms and teachers. They meet monthly and are solely focused on giving back to the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Did not spend money on dinners and child care to get parents to school because other groups got involved and wanted to have a chance for a fundraiser.

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.

For the 2017-18 year, we are looking to add a number of action items to increase parent involvement and increase parent participation in decision making:

1. Contracting with the Parent Institute for Quality Education (PIQE) to provide parent training classes for our bilingual parents.
2. Provide incentives (Chromebooks) to those who participate in the PIQE classes.
3. Have parents sign in when they come to an after school event to ensure 100% parent participation.
4. Hold at least three family-oriented events during the year.
5. Provide parents a best practice handbook to support student learning.
6. Add new metrics (Attendance incentives, bilingual parent nights, addition of a grading program)
7. Add new action (online grading program, pg. 79)

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

To reach a wide range of stakeholders across the district, we held both face to face meetings as well as conducted an online survey sent out to parents and students. We met separately with the School Site Council, District English Language Advisory Committee, parents of Special Education students, Arcohe Parent Teacher Committee, Arcohe Teachers Association, classified staff, and Student Council during the month of March. The district also used an online survey tool called Survey Monkey to gather input from the public. The survey was writing in both English and Spanish and we received thirty (30) responses. The responses from all the groups were compiled and presented to both the LCAP committee and Board of Trustees.

On May 18, 2017, the LCAP Advisory committee met to review the draft plan and agreed with the general direction of the plan. In addition to what was presented, they suggested adding an action item in Goal 1 (#18) to contract with a local after school agency (ACES) to provide structured tutoring support for students. While we have a system in place currently to provide some after school support, it is not provided every day of the week and is sometimes hard to staff. The committee also inquired about specific interventions to be used by after school tutors like reading and math fluency programs. The Superintendent responded in writing to comments made during the LCAP Advisory Committee meeting to address the concerns of the members. Out of this discussion, some actions were clarified and two additional action items were created.

The LCAP was sent to Sacramento County Office of Education for an initial reading prior to the LCAP Advisory review meeting. The Superintendent met with a representative from the county office on May 22, 2017 to review suggestions for improvement and clarity. Changes were made were sent back to the county office at the end of May for a second reading.

The initial draft was published on the Arcohe website (arcohe.net) on May 31, 2017 for public review. An official board hearing was held on June 8, 2017 coupled with the budget study session to allow the public access to the document and comment. The LCAP was adjusted accordingly and presented to the Board of Trustees on June 15, 2017 for official adoption of the LCAP and budget. Both motions were passes

. Following the board adoption, the plan was uploaded to the Arcohe website and submitted to the Sacramento County Office for final review.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As with previous editions of the LCAP, the consultations were extremely helpful in both confirming some of our previous goals and also looking honestly at our district to identify areas of need. Some of the ideas with continued support included the exploratory Music and Spanish classes, supporting behavioral programs (PBIS, restorative circles), the addition of technology across the district, the continued improvements to the physical structure of the school, and efforts to increase parent participation. Along with the positive affirmations, all groups brainstormed a number of ideas to improve the school and the new plan will reflect a combination of new and old ideas to make continuous improvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☐ Unchanged

Goal 1

Set and maintain high academic standards for students and close the achievement gap for subgroups: Hispanic, low-income, English Learners, and students with disabilities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student standardized assessment scores across the district are below state averages from both Reading and Math. Students in our identified sub groups have a wide achievement gap as compared to the general student population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students meeting or exceeding standard on the CAASPP ELA assessment.	For 2016-17, 40% of all students met or exceeded standard on the CAASPP ELA assessment.	48% of all students in grades 3-8 will meet or exceed.	52% of all students in grades 3-8 will meet or exceed.	56% of all students in grades 3-8 will meet or exceed.
Students meeting or exceeding on the CAASPP Math assessment.	For 2016-17, 43% of all students met or exceeded standard on the CAASPP Math assessment.	50% of all students in grades 3-8 will meet or exceed.	54% of all students in grades 3-8 will meet or exceed.	58% of all students in grades 3-8 will meet or exceed.

Students scoring at or above grade level on the STAR Assessment for ELA.	For 2016-17, 39% of all students were at or above grade level on the STAR Assessment for ELA.	50% of all students in grades 1-8 will be at or above grade level.	55% of all students in grades 1-8 will be at or above grade level.	60% of all students in grades 1-8 will be at or above grade level.
Students scoring at or above grade level on the STAR Assessment for Math.	For 2016-17, 38% of all students were at or above grade level on the STAR Assessment for Math.	50% of all students in grades 1-8 will be at or above grade level.	55% of all students in grades 1-8 will be at or above grade level.	60% of all students in grades 1-8 will be at or above grade level.
Teachers being highly qualified and assigned within their credentials.	For 2016-17, all teachers were highly qualified and assigned within their credentials.	Zero (0) teachers will not be highly qualified or assigned outside their credentials.	Zero (0) teachers will not be highly qualified or assigned outside their credentials.	Zero (0) teachers will not be highly qualified or assigned outside their credentials.
Providing CCSS-aligned or CA standards materials in all core academic subjects.	For 2016-17, all core curriculum materials were aligned to current curricular standards.	All students will be provided CCSS-aligned or CA standards materials in all core academic subjects.	All students will be provided CCSS-aligned or CA standards materials in all core academic subjects.	All students will be provided CCSS-aligned or CA standards materials in all core academic subjects.
Providing teachers professional development training hours per year in the core curriculum areas.	For 2016-17, teachers received a minimum of eight (8) professional development training hours in the core curriculum areas.	Teachers will receive a minimum of eight (8) professional development training hours per year in the core curriculum areas.	Teachers will receive a minimum of eight (8) professional development training hours per year in the core curriculum areas.	Teachers will receive a minimum of eight (8) professional development training hours per year in the core curriculum areas.
Reclassifying English Language (EL) students as proficient as measured on the	For 2016-17, sixteen (16) EL students were reclassified as English proficient.	At least twelve (12) English Language (EL) students will be reclassified as proficient as measured on the CA	At least twelve (12) English Language (EL) students will be reclassified as proficient as measured on the CA	At least twelve (12) English Language (EL) students will be reclassified as proficient as measured on the CA

CA language assessment.		language assessment.	language assessment.	language assessment.
EL students' indicator on the CA student dashboard for ELA performance.	For 2016-17, EL students currently are designated as Red on the CA student dashboard for ELA performance.	EL students will obtain at least an orange indicator on the CA student dashboard for ELA performance.	EL students will obtain at least a yellow indicator on the CA student dashboard for ELA performance.	EL students will obtain at least a green indicator on the CA student dashboard for ELA performance.
EL students' indicator on the CA student dashboard for Math performance.	For 2016-17, EL students currently have a yellow indicator on the CA student dashboard for Math performance.	EL students will obtain at least a green indicator on the CA student dashboard for Math performance.	EL students will obtain at least a green indicator on the CA student dashboard for Math performance.	EL students will obtain at least a green indicator on the CA student dashboard for Math performance.
EL students' assessment proficiency on English Language test.	For 2016-17, twenty EL students increased their English proficiency on the CELDT.	At least 19 students will increase their English proficiency on the English Language test.	At least 19 students will increase their English proficiency on the English Language test.	At least 19 students will increase their English proficiency on the English Language test.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Establish Leadership Team for the district with personnel in charge of the following areas who report to the Superintendent/Principal: Curriculum and Assessment, Special Education, Student Support Team and Interventions, Bilingual Services, Positive Behavior Supports and Interventions, and Family Engagement.

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue Leadership Team for the district with personnel in charge of the following areas who report to the Superintendent/Principal: Curriculum and Assessment, Special Education, Student Support Team and Interventions, Bilingual Services, Positive Behavior Supports and Interventions, and Family Engagement.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue Leadership Team for the district with personnel in charge of the following areas who report to the Superintendent/Principal: Curriculum and Assessment, Special Education, Student Support Team and Interventions, Bilingual Services, Positive Behavior Supports and Interventions, and Family Engagement.

BUDGETED EXPENDITURES

2017-18

Amount

\$3500

2018-19

Amount

\$3500

2019-20

Amount

\$3500

Source	MTSS Sums Grant	Source	MTSS Sums Grant	Source	MTSS Sums Grant
Budget Reference	1100s	Budget Reference	1100s	Budget Reference	1100s

Action 2

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hold professional development meetings at least two times per month on the early release day led by the Leadership Team on topics on their expertise.	Hold professional development meetings at least two times per month on the early release day led by the Leadership Team on topics on their expertise.	Hold professional development meetings at least two times per month on the early release day led by the Leadership Team on topics on their expertise.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 0	Amount 0	Amount 0

Source	NA	Source	NA	Source	NA
Budget Reference	NA	Budget Reference	NA	Budget Reference	NA

Action 3

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Substitute grade-level teams out three half-days per year to look at local and state data and modify instruction.	Substitute grade-level teams out three half-days per year to look at local and state data and modify instruction.	Substitute grade-level teams out three half-days per year to look at local and state data and modify instruction.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$3400	Amount \$3400	Amount \$3400

Source	MTSS Grant	Source	MTSS Grant	Source	MTSS Grant
Budget Reference	1100s	Budget Reference	1100s	Budget Reference	1100s

Action 4

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Train all K-6 staff on new ELA/ELD reading series.	Train all new K-6 staff on ELA/ELD reading series.	Train all new K-6 staff on ELA/ELD reading series.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
0	0	0
Source	Source	Source
NA	NA	NA

Budget
Reference

NA

Budget
Reference

NA

Budget
Reference

NA

Action 5

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

[Students to be Served](#)

☐ All

☐ Students with Disabilities

☒ [Specific Student Group(s)] TK – 3 Grades

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☒ Specific Grade spans: TK -3rd

OR

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

[Students to be Served](#)

☐ English Learners

☐ Foster Youth

☐ Low Income

[Scope of Services](#)

☐ LEA-wide
Group(s)

☐ Schoolwide

OR

☐ Limited to Unduplicated Student

[Location\(s\)](#)

☐ All schools
spans: _____

☐ Specific Schools: _____

☐ Specific Grade

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

Maintain an average 24:1 class size ratio in grades TK-3 for the grade-span adjustment.

2018-19

☐ New ☐ Modified ☒ Unchanged

Maintain an average 24:1 class size ratio in grades TK-3 for the grade-span adjustment.

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain an average 24:1 class size ratio in grades TK-3 for the grade-span adjustment.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$321,000
\$57,000
\$90,000
\$25,000

(these amounts are duplicated in

2018-19

Amount

\$321,000
\$57,000
\$90,000
\$25,000

2019-20

Amount

\$321,000
\$57,000
\$90,000
\$25,000

	action 11 for all three years)		
Source	LCFF LCFF EPA EPA	Source	LCFF LCFF EPA EPA
Budget Reference	1000 2000 1100 3000	Budget Reference	1000 2000 1100 3000

Action 6

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide transportation to and from school for all students.

Provide transportation to and from school for all students.

Provide transportation to and from school for all students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
	\$25,000		\$25,000		\$25,000
	\$25,000		\$25,000		\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2200	Budget Reference	2200	Budget Reference	2200
	3000		3000		3000
	4300		4300		4300

Action 7

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

2017-18			2018-19			2019-20		
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

Provide transportation to and from school for all students with disabilities.

Provide transportation to and from school for all students with disabilities.

Provide transportation to and from school for all students with disabilities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$22,000	Amount	\$22,000	Amount	\$22,000
	\$7000		\$7000		\$7000
	\$3000		\$3000		\$3000
	\$2000		\$2000		\$2000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2200	Budget Reference	2200	Budget Reference	2200
	3000		3000		3000
	4300		4300		4300
	5600		5600		5600

Action 8

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

Students to be Served

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade

spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide bilingual instructional aides with classes with the highest number of EL students.	Provide bilingual instructional aides with classes with the highest number of EL students.	Provide bilingual instructional aides with classes with the highest number of EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$42,700 \$17,000 \$15,000 \$20,000 \$3700 \$1800	Amount \$42,700 \$17,000 \$15,000 \$20,000 \$3700 \$1800	Amount \$42,700 \$17,000 \$15,000 \$20,000 \$3700 \$1800
Source Sup/Con Sup/Con Title I Title I Title III Title III	Source Sup/Con Sup/Con Title I Title I Title III Title III	Source Sup/Con Sup/Con Title I Title I Title III Title III
Budget Reference 2000s 3000s 2100 3000s 2000s 3000s	Budget Reference 2000s 3000s 2100 3000s 2000s 3000s	Budget Reference 2000s 3000s 2100 3000s 2000s 3000s

Action 9

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

Students to be Served

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide additional aide support for classes with a class size over 34.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide additional aide support for classes with a class size over 34.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide additional aide support for classes with a class size over 34.

BUDGETED EXPENDITURES

2017-18

Amount \$4000

Source Sup/Con

Budget Reference 2100

2018-19

Amount \$4000

Source Sup/Con

Budget Reference 2100

2019-20

Amount \$4000

Source Sup/Con

Budget Reference 2100

Action 10

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

[Students to be Served](#)

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

[Location\(s\)](#)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

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

[Students to be Served](#)

☒ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Have an EL Specialist provide additional instructional support for EL students outside the core curricular time.

2018-19

☐ New ☐ Modified ☒ Unchanged

Have an EL Specialist provide additional instructional support for EL students outside the core curricular time.

2019-20

☐ New ☐ Modified ☒ Unchanged

Have an EL Specialist provide additional instructional support for EL students outside the core curricular time.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$25,000

Source Sup/Con

Budget Reference 1100s

2018-19

Amount \$25,000

Source Sup/Con

Budget Reference 1100s

2019-20

Amount \$25,000

Source Sup/Con

Budget Reference 1100s

Action 11

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

[Students to be Served](#)

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

[Location\(s\)](#)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

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

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

Salaries and benefits for all certified and classified staff who provide Tier I academic support.

2018-19

☐ New ☐ Modified ☒ Unchanged

Salaries and benefits for all certified and classified staff who provide Tier I academic support.

2019-20

☐ New ☐ Modified ☒ Unchanged

Salaries and benefits for all certified and classified staff who provide Tier I academic support.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$1.44M
\$84,750
\$13,300
\$62,250
\$550,000
\$29,000

2018-19

Amount

\$1.44M
\$84,750
\$15,300
\$64,250
\$560,000
\$29,000

2019-20

Amount

\$1.44M
\$84,750
\$17,300
\$66,250
\$570,000
\$29,000

Source	LCFF LCFF Sup/Con Sup/Con LCFF Sup/Con	Source	LCFF LCFF Sup/Con Sup/Con LCFF Sup/Con	Source	LCFF LCFF Sup/Con Sup/Con LCFF Sup/Con
Budget Reference	1000s 2000s 1000s 2000s 3000s 3000s	Budget Reference	1000s 2000s 1000s 2000s 3000s 3000s	Budget Reference	1000s 2000s 1000s 2000s 3000s 3000s

Action 12

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to purchase STAR assessment and Academic Reading program for local assessments.	Continue to purchase STAR assessment and Academic Reading program for local assessments.	Continue to purchase STAR assessment and Academic Reading program for local assessments.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action 13

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

Students to be Served

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

Location(s)

☒ All schools spans: _____
 ☐ Specific Schools: _____
 ☐ Specific Grade

OR

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

Students to be Served

☐ English Learners
 ☐ Foster Youth
 ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools spans: _____
 ☐ Specific Schools: _____
 ☐ Specific Grade

ACTIONS/SERVICES

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

☐ New ☐ Modified ☒ Unchanged

Provide financial support for field trips.

☐ New ☐ Modified ☒ Unchanged

Provide financial support for field trips.

☐ New ☐ Modified ☒ Unchanged

Provide financial support for field trips.

BUDGETED EXPENDITURES

2017-18

Amount

\$1500

Source

LCFF

Budget
Reference

4300

2018-19

Amount

\$1500

Source

LCFF

Budget
Reference

4300

2019-20

Amount

\$1500

Source

LCFF

Budget
Reference

4300

Action 14

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

Students to be Served

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase bilingual materials to support EL classes.	Purchase bilingual materials to support EL classes.	Purchase bilingual materials to support EL classes.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3000	Amount	\$3000	Amount	\$3000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action 15

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

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

OR

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

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

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Offer after school tutoring for EL students.

Offer after school tutoring for EL students.

Offer after school tutoring for EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1000	\$1000	\$1000
\$2000	\$2000	\$2000
Source	Source	Source
Sup/Con	Sup/Con	Sup/Con
Budget Reference	Budget Reference	Budget Reference
1105	1105	1105
2205	2205	2205

Action 16

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

Students to be Served

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

Location(s)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide Math intervention time for struggling learners.

Provide Math intervention time for struggling learners.

Provide Math intervention time for struggling learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action 17

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

Start peer-tutoring program with 7th and 8th grade students who do not require additional interventions.

Continue peer-tutoring program with 7th and 8th grade students who do not require additional interventions.

Continue peer-tutoring program with 7th and 8th grade students who do not require additional interventions.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	NA	Source	NA	Source	NA
Budget Reference	NA	Budget Reference	NA	Budget Reference	NA

Action 18

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

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

OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

Contract with a local organization to provide structured after school tutoring.

Contract with a local organization to provide structured after school tutoring.

Contract with a local organization to provide structured after school tutoring.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Title I (tutoring)	Source	Title I (tutoring)	Source	Title I (tutoring)
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☐ Unchanged

Goal 2

Expand course offerings to included specific enrichment/elective classes at all grade levels.

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

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL 1

[Identified Need](#)

To engage students and give them opportunities they may not otherwise receive, it is vital to provide enrichment classes to all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain two elective classes for all students.	For 2016-17, both Music and Spanish were offered to all students.	Maintain two elective classes for all students.	Maintain two elective classes for all students.	Maintain two elective classes for all students.
Add part-time physical education (PE) specialist to support PE classes across the district.	For 2016-17, Arcohe did not have a PE specialist.	Hire PE specialist position.	Maintain PE specialist position.	Maintain PE specialist position.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Hire a part-time Physical Education teacher to support PE instruction across the district.

2018-19

☐ New ☐ Modified ☒ Unchanged

Employ a part-time Physical Education teacher to support PE instruction across the district.

2019-20

☐ New ☐ Modified ☒ Unchanged

Employ a part-time Physical Education teacher to support PE instruction across the district.

BUDGETED EXPENDITURES

2017-18

Amount

\$23,000

Source

LCFF

Budget
Reference

1100

2018-19

Amount

\$23,000

Source

LCFF

Budget
Reference

1100

2019-20

Amount

\$23,000

Source

LCFF

Budget
Reference

1100

Action 2

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Maintain two elective classes across the district.

2018-19

☐ New ☐ Modified ☒ Unchanged

Maintain two elective classes across the district.

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain two elective classes across the district.

BUDGETED EXPENDITURES

2017-18

Amount

\$45,000
\$6000

Source

LCFF

Budget
Reference

1100
4300

2018-19

Amount

\$45,000
\$6000

Source

LCFF

Budget
Reference

1100
4300

2019-20

Amount

\$45,000
\$6000

Source

LCFF

Budget
Reference

1100
4300

Action 3

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide Mindfulness and/or Restorative Circles for all students.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide Mindfulness and/or Restorative Circles for all students.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide Mindfulness and/or Restorative Circles for all students.

BUDGETED EXPENDITURES

2017-18

Amount \$1000

Source LCFF

Budget Reference 4300

2018-19

Amount \$1000

Source LCFF

Budget Reference 4300

2019-20

Amount \$1000

Source LCFF

Budget Reference 4300

Action 4

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Purchase PE equipment to support PE program.

2018-19

☐ New ☐ Modified ☒ Unchanged

Purchase PE equipment to support PE program.

2019-20

☐ New ☐ Modified ☒ Unchanged

Purchase PE equipment to support PE program.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$5000

Source LCFF

Budget Reference 4300

2018-19

Amount \$5000

Source LCFF

Budget Reference 4300

2019-20

Amount \$5000

Source LCFF

Budget Reference 4300

Action **5**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Help support PBIS activities through the purchase of student incentives for classroom prizes and reward events.

2018-19

☐ New ☐ Modified ☒ Unchanged

Help support PBIS activities through the purchase of student incentives for classroom prizes and reward events. .

2019-20

☐ New ☐ Modified ☒ Unchanged

Help support PBIS activities through the purchase of student incentives for classroom prizes and reward events.

BUDGETED EXPENDITURES

2017-18

Amount \$1000

Source LCFF

Budget Reference 4300

2018-19

Amount \$1000

Source LCFF

Budget Reference 4300

2019-20

Amount \$1000

Source LCFF

Budget Reference 4300

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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 3</u>	Increase student engagement by offering after school program options, creating a positive school climate and ensuring students have access to technology across the district.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students who are engaged and connected with the school will perform better academically and show positive pro-social behaviors.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide at least three (3) after school programs.	For 2016-2017, Arcohe School had three afterschool programs.	Provide at least four (4) after school programs.	Provide at least four (4) after school programs.	Provide at least four (4) after school programs.
Summer school will be offered to all students with a particular emphasis on the identify sub groups.	Summer school was offered in June 2016 and June 2017. The enrollment in June 2016 was an average of seventy-four (74) students.	Summer school will be offered to all students with a particular emphasis on the identify sub groups.	Summer school will be offered to all students with a particular emphasis on the identify sub groups.	Summer school will be offered to all students with a particular emphasis on the identify sub groups.

The middle school dropout rate will maintain at zero percent (0%).	For 2016-17, the middle school dropout rate was 0%	The middle school dropout rate will maintain at zero percent (0%).	The middle school dropout rate will maintain at zero percent (0%).	The middle school dropout rate will maintain at zero percent (0%).
Less than 20 students will be suspended during the year.	For 2016-17, 11 students were suspended from school.	Less than 20 students will be suspended during the year.	Less than 20 students will be suspended during the year.	Less than 20 students will be suspended during the year.
One or fewer students will be expelled.	For 2016-17, one student was expelled for school.	One or fewer students will be expelled.	One or fewer students will be expelled.	One or fewer students will be expelled.
Show an improvement in student connectedness to school from 73.6% to 78% on the California Healthy Kids Survey.	For 2016-17, 73.6% of students said they felt connected to school.	Survey not taken. Only given every other year.	Show an improvement in student connectedness to school from 73.6% to 78% on the California Healthy Kids Survey.	Survey not taken. Only given every other year.
Show an improvement in student perception of safety from 83% to 85% on the Healthy Kids Survey (HKS).	For 2016-17, 79% of students perceived the school to be safe.	Survey not taken. Only given every other year.	Show an improvement in student perception of safety from 79% to 83% on the California Healthy Kids Survey.	Survey not taken. Only given every other year.
Show an improvement in parent perception of safety from 59% to 64% on a school survey.	For 2016-17, 68% of parents perceived the school to be safe for their children.	Survey not taken. Only given every other year.	Show an improvement in parent perception of safety from 68% to 71% on the California Healthy Kids Survey.	Survey not taken. Only given every other year.

Show an improvement in teacher perception of safety from 53% to 58% on the Healthy Kids Survey (HKS).	For 2016-17, 62% of teachers perceived the school to be safe.	Survey not taken. Only given every other year.	Show an improvement in teacher perception of safety from 62% to 65% on the California Health Kids Survey.	Survey not taken. Only given every other year.
Chronic absenteeism will be limited to six (6) or fewer students.	For 2016-17, 4 students were listed at chronically truant.	Chronic absenteeism will be limited to four (4) or fewer students.	Chronic absenteeism will be limited to four (4) or fewer students.	Chronic absenteeism will be limited to four (4) or fewer students.
The Average Daily Attendance (ADA) will be 96% or higher.	For 2016-17, the ADA was 95.5%.	The Average Daily Attendance (ADA) will be 96% or higher.	The Average Daily Attendance (ADA) will be 96% or higher.	The Average Daily Attendance (ADA) will be 96% or higher.
Start a three-year replacement plan to update classroom tablets.	For 2016-17, every classroom has a set of tablets for student use. Chromebooks are used grades 3-8 and iPads in grade TK-2.	Start three-year replacement plan.	Continue three-year replacement plan.	Continue three-year replacement plan.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide at least four after school activities and tutoring for students.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide at least four after school activities and tutoring for students.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide at least four after school activities and tutoring for students.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

Source LCFF

Budget Reference 1105

2018-19

Amount \$10,000

Source LCFF

Budget Reference 1105

2019-20

Amount \$10,000

Source LCFF

Budget Reference 1105

Action

2

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

Students to be Served☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Chronically TruantLocation(s)☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade

OR

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific GradeACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Hold Student Attendance Review Team (SART) meetings for chronically truant students and provide incentives for improvement.

2018-19

☐ New ☐ Modified ☒ Unchanged

Hold Student Attendance Review Team (SART) meetings for chronically truant students and provide incentives for improvement.

2019-20

☐ New ☐ Modified ☒ Unchanged

Hold Student Attendance Review Team (SART) meetings for chronically truant students and provide incentives for improvement.

BUDGETED EXPENDITURES

2017-18

Amount

0

Source

NA

Budget Reference

NA

2018-19

Amount

Source

Budget Reference

2019-20

0

Amount

NA

Source

NA

Budget Reference

0

NA

NA

Action 3

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

Students to be Served

☒ All Group(s) ☐ Students with Disabilities ☐ [Specific Student

Location(s)

☒ All schools spans: ☐ Specific Schools: ☐ Specific Grade

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools spans: ☐ Specific Schools: ☐ Specific Grade

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide quarterly incentives for perfect attendance and improved attendance.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide quarterly incentives for perfect attendance and improved attendance.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide quarterly incentives for perfect attendance and improved attendance.

BUDGETED EXPENDITURES

2017-18

Amount \$500

Source LCFF

Budget Reference 4300

2018-19

Amount \$500

Source LCFF

Budget Reference 4300

2019-20

Amount \$500

Source LCFF

Budget Reference 4300

Action 4

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

Students to be Served

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

Location(s)

☒ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools spans: _____ ☐ Specific Schools: _____ ☐ Specific Grade _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Offer Saturday School at least two (2) times per year to student to get additional support and recoup lost ADA.

2018-19

☐ New ☒ Modified ☐ Unchanged

Offer Saturday School at least four (4) times per year to student to get additional support and recoup lost ADA.

2019-20

☐ New ☒ Modified ☐ Unchanged

Offer Saturday School at least six (6) times per year to student to get additional support and recoup lost ADA.

BUDGETED EXPENDITURES

2017-18

Amount \$3000

Source LCFF

Budget Reference 1100s

2018-19

Amount \$3000

Source LCFF

Budget Reference 1100s

2019-20

Amount \$3000

Source LCFF

Budget Reference 1100s

Action 5

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

Students to be Served

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Purchase curriculum materials for after school club.

2018-19

☐ New ☐ Modified ☒ Unchanged

Purchase curriculum materials for after school club.

2019-20

☐ New ☐ Modified ☒ Unchanged

Purchase curriculum materials for after school club.

BUDGETED EXPENDITURES

2017-18

Amount \$5000

Source Sup/Con

Budget Reference 4300

2018-19

Amount \$5000

Source Sup/Con

Budget Reference 4300

2019-20

Amount \$5000

Source Sup/Con

Budget Reference 4300

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

Students to be Served

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide Summer School program for all EL, low-income, and academically at-risk students.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide Summer School program for all EL, low-income, and academically at-risk students.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide Summer School program for all EL, low-income, and academically at-risk students.

BUDGETED EXPENDITURES

2017-18

Amount

\$25000
\$5000

Source

Sup/Con

Budget Reference

1105
2205

2018-19

Amount

\$25000
\$5000

Source

Sup/Con

Budget
Reference

1105
2205

2019-20

Amount

\$25000
\$5000

Source

Sup/Con

Budget
Reference

1105
2205

Action 7

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Replace one-third (1/3) of the tablets on a three-year replacement cycle.

2018-19

☐ New ☐ Modified ☒ Unchanged

Replace one-third (1/3) of the tablets on a three-year replacement cycle.

2019-20

☐ New ☐ Modified ☒ Unchanged

Replace one-third (1/3) of the tablets on a three-year replacement cycle.

BUDGETED EXPENDITURES

2017-18

Amount \$60,000

Source LCFF

Budget Reference 4400

2018-19

Amount \$60,000

Source LCFF

Budget Reference 4400

2019-20

Amount \$60,000

Source LCFF

Budget Reference 4400

Action 8

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Purchase or replace any missing technology or damaged devices for all classroom instruction.

2018-19

☐ New ☐ Modified ☒ Unchanged

Purchase or replace any missing technology or damaged devices for all classroom instruction.

2019-20

☐ New ☐ Modified ☒ Unchanged

Purchase or replace any missing technology or damaged devices for all classroom instruction.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

Source Lottery

Budget Reference 4400

2018-19

Amount \$10,000

Source Lottery

Budget Reference 4400

2019-20

Amount \$10,000

Source Lottery

Budget Reference 4400

Action 9

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

Provide professional development for staff technology use.

Provide professional development for staff technology use.

Provide professional development for staff technology use.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$5000

Amount

\$5000

Amount

\$5000

Source

Lottery

Source

Lottery

Source

Lottery

Budget
Reference

1000s

Budget
Reference

1000s

Budget
Reference

1000s

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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	
<u>Goal 4</u>	Maintain and upgrade facilities and grounds.			
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL 4			
<u>Identified Need</u>	Having safe and well-maintained facilities provides a positive learning environment for students and is welcoming to the general public.			
<u>EXPECTED ANNUAL MEASURABLE OUTCOMES</u>				
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.	For 2016-17, the school passed all inspections prior to the start of school.	The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.	The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.	The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Complete deferred maintenance projects as per the approved five-year plan.

2018-19

☐ New ☐ Modified ☒ Unchanged

Complete deferred maintenance projects as per the approved five-year plan.

2019-20

☐ New ☐ Modified ☒ Unchanged

Complete deferred maintenance projects as per the approved five-year plan.

BUDGETED EXPENDITURES

2017-18

Amount \$90,500

Source LCFF

Budget Reference 5800

2018-19

Amount \$593,300

Source LCFF

Budget Reference 5800

2019-20

Amount \$279,570

Source LCFF

Budget Reference 5800

Action 2

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Other Deferred Maintenance projects from other funding sources

2018-19

☐ New ☒ Modified ☐ Unchanged

Other Deferred Maintenance projects from other funding sources

2019-20

☐ New ☐ Modified ☒ Unchanged

Other Deferred Maintenance projects from other funding sources

BUDGETED EXPENDITURES

2017-18

Amount

\$25,000 (track)

Source

Developer fees

Budget
Reference

5800

2018-19

Amount

\$100,000 (retrofit lighting)

Source

Prop 39

Budget
Reference

5800

2019-20

Amount

Source

Budget
Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☒ Unchanged

Goal 5

Improve parent participation across the district with particular emphasis on the subgroups.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Having active parent participation is vital to a strong school community and maintaining high academic expectations.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
One hundred percent (100%) of families will attend at least one school function throughout the year (Back to school, conferences, Open House, Family Learning Night, etc.)	For 2016-17, we do not currently know how many families attend at least one event.	One hundred percent (100%) of families will attend at least one school function throughout the year (Back to school, conferences, Open House, Family Learning Night, etc.)	One hundred percent (100%) of families will attend at least one school function throughout the year (Back to school, conferences, Open House, Family Learning Night, etc.)	One hundred percent (100%) of families will attend at least one school function throughout the year (Back to school, conferences, Open House, Family Learning Night, etc.)
At least three (3) family-oriented events	For 2016-17, two family events were	At least three (3) family-oriented events will be	At least four (4) family-oriented events will be	At least five (5) family-oriented events will be

will be held during the school year.	held at the school during the year.	held during the school year.	held during the school year.	held during the school year.
At least one event will be held for our Bilingual families during the school year.	For 2016-17, we did not hold a Bilingual Family Learning Night.	At least one event will be held for our Bilingual families during the school year.	At least one event will be held for our Bilingual families during the school year.	At least one event will be held for our Bilingual families during the school year.
Make grading program web-based to allow easy access for students, families, and staff.	For 2016-17, the school uses a locally-housed data information system is not accessible via the web.	Make grading program web-based to allow easy access for students, families, and staff.	Make grading program web-based to allow easy access for students, families, and staff.	Make grading program web-based to allow easy access for students, families, and staff.
Increase parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 10% as measured by sign-in sheets. (currently 5% of all families participate)	In 2016-17, we saw an increase of parent participation in decision making increase from 12 to 19 parents.	Increase parent participation in decision making by 5%.	Increase parent participation in decision making by 5%.	Increase parent participation in decision making by 5%.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Create sign-in sheets for parents to measure attendance for family events and classroom activities.

2018-19

☐ New ☐ Modified ☒ Unchanged

Create sign-in sheets for parents to measure attendance for family events and classroom activities.

2019-20

☐ New ☐ Modified ☒ Unchanged

Create sign-in sheets for parents to measure attendance for family events and classroom activities.

BUDGETED EXPENDITURES

2017-18

Amount

0

Source

NA

Budget

NA

2018-19

Amount

0

Source

NA

Budget

NA

2019-20

Amount

0

Source

NA

Budget

NA

Reference

Reference

Reference

Action **2**

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

[Students to be Served](#)☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____[Location\(s\)](#)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

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

[Students to be Served](#)☒ English Learners ☒ Foster Youth ☒ Low Income[Scope of Services](#)☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student[Location\(s\)](#)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**ACTIONS/SERVICES****2017-18**☐ New ☐ Modified ☒ Unchanged

Provide incentives for parent participation for family events.

2018-19☐ New ☐ Modified ☒ Unchanged

Provide incentives for parent participation for family events.

2019-20☐ New ☐ Modified ☒ Unchanged

Provide incentives for parent participation for family events.

BUDGETED EXPENDITURES**2017-18**

Amount

\$1000

Source

Sup/Con

Budget
Reference

4300

2018-19

Amount

\$1000

Source

Sup/Con

Budget
Reference

4300

2019-20

Amount

\$1000

Source

Sup/Con

Budget
Reference

4300

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Chromebooks for bilingual parents who participate in Bilingual Parent Academy.	Purchase Chromebooks for bilingual parents who participate in Bilingual Parent Academy.	Purchase Chromebooks for bilingual parents who participate in Bilingual Parent Academy.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<div style="display: flex; justify-content: space-between;"> Amount \$3000 </div>	<div style="display: flex; justify-content: space-between;"> Amount \$3000 </div>	<div style="display: flex; justify-content: space-between;"> Amount \$3000 </div>
<div style="display: flex; justify-content: space-between;"> Source Sup/Con </div>	<div style="display: flex; justify-content: space-between;"> Source Sup/Con </div>	<div style="display: flex; justify-content: space-between;"> Source Sup/Con </div>
<div style="display: flex; justify-content: space-between;"> Budget Reference 4300 </div>	<div style="display: flex; justify-content: space-between;"> Budget Reference 4300 </div>	<div style="display: flex; justify-content: space-between;"> Budget Reference 4300 </div>

Action 4

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

Hold at least three family-oriented events.

Hold at least four family-oriented events.

Hold at least five family-oriented events.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

0

Amount

0

Amount

0

Source

NA

Source

NA

Source

NA

Budget
Reference

NA

Budget
Reference

NA

Budget
Reference

NA

Action **5**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide best practice handbook or helpful hints for parents.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide best practice handbook or helpful hints for parents.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide best practice handbook or helpful hints for parents.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	NA
Budget Reference	NA

2018-19

Amount	0
Source	NA
Budget Reference	NA

2019-20

Amount	0
Source	NA
Budget Reference	NA

Action **6**

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

Students to be Served

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

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide a multi-week bilingual parent education series from the Parent Institute for Quality Education (PIQE)

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide a multi-week bilingual parent education series from the Parent Institute for Quality Education (PIQE)

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide a multi-week bilingual parent education series from the Parent Institute for Quality Education (PIQE)

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$15,000

Source Sup/Con

Budget Reference 5800

2018-19

Amount \$15,000

Source Sup/Con

Budget Reference 5800

2019-20

Amount \$15,000

Source Sup/Con

Budget Reference 5800

Action **7**

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

[Students to be Served](#)

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

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Purchase web-based grading program.

2018-19

☐ New ☐ Modified ☒ Unchanged

Purchase web-based grading program.

2019-20

☐ New ☐ Modified ☒ Unchanged

Purchase web-based grading program.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$2500

Source

Lottery

Budget
Reference

4400

2018-19

Amount

\$2500

Source

Lottery

Budget
Reference

4400

2019-20

Amount

\$2500

Source

Lottery

Budget
Reference

4400

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 528,497

Percentage to Increase or Improve
Services:

17.19 %

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](#)).

There are multiple areas the district has made an effort to principally direct funds to our unduplicated students across the district to effectively meet their needs. The biggest addition to our services in 2016-17 was the addition of an EL Specialist to offer intervention language classes for our EL students (Goal 1, Action 10). Moving forward, we are continuing to offer EL services and will add curricular materials to support the classroom initiatives (G1, A14). We will also continue to offer after school tutoring (G1, A15), Tier I bilingual classroom support both through the use of instructional aides and the EL Specialist (G1, A8 & 10), and professional development in effective classroom instruction to meet the unique needs of the duplicated students (G1, A4). We will also be adding aide support to classrooms most highly effected by increased class sizes as our unduplicated students are most affected by higher class sizes (G1, A9). A portion of all Tier I salaries will also directly benefit our unduplicated students as we principally direct some services to these groups of students in every classroom (G1, A11).

This year we continued to offer after school tutoring services and activities are open to all our unduplicated students which gives them the opportunity they may not otherwise have. Additionally, the Summer School program prioritizes low-income, bilingual, and academically at-risk students to principally direct funds to effectively meet their needs through additional services (G3, 6).

Although adding technology across the district helps all students, the additional technological devices helps engage unduplicated students and gives them opportunity to access information in a different format (G3, A7). Future professional development in effective use of the technology in the classroom will also be tied into differentiating instruction within the classroom for the wide array of abilities and experiences.

Looking forward, the district will make several gains in providing more services for our unduplicated students. The biggest addition to will be the addition of a bilingual parent institute offered by an outside agency (G5, A6). The classes will be designed to provide specific

instruction on several topics and are principally directed to our EL parents to effectively help them support classroom initiatives. Providing an incentive on a free Chromebook with successful completion of the program to the parents will help bolster attendance and give them technology to use at home for both school and personal use (G5, A6)

Finally, to increase attendance across the district, we are going to offer quarterly attendance incentives across the district for perfect and/or improved attendance (G3, A3). Regular attendance is a strong predictor of academic success and connectiveness to school, particularly with the unduplicated subgroups, so it is vital we continue to celebrate and encourage increase attendance.