

## 2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
<b>Local Educational Agency (LEA) Name:</b> Enter the LEA name	Chicago Park Elementary School District
<b>CDS Code:</b> Enter the County District School (CDS) code for the LEA (14 digits)	29663166027080
<b>LEA Contact Information:</b> Enter the name, phone number, and email of the LEA's contact	Dan Zeisler, Superintendent
<b>Coming LCAP Year:</b> Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
<b>Current LCAP Year:</b> Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are **Unduplicated** Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
<b>Total LCFF Funds</b> Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$1,038,925
<b>LCFF Supplemental &amp; Concentration Grants</b> Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$92,327
<b>All Other State Funds</b> Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$118,430
<b>All Local Funds</b> Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$705,528
<b>All Federal Funds</b> Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$84,758
<b>Total Projected Revenue</b> There is no entry required as the total is calculated for you	\$1,947,641

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
<b>Total Budgeted General Fund Expenditures</b> Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$2,026,535
<b>Total Budgeted Expenditures in LCAP</b> Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$970,143
<b>Total Budgeted Expenditures for High Needs Students in LCAP</b> Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$133,760
<b>Expenditures Not in the LCAP</b>	\$1,056,392

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$103,899
<b>Estimated Actual Expenditures for High Needs Students in LCAP</b> Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$150,168

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2019-20 Difference in Projected Funds and Budgeted Expenditures</b>	\$41,433
<b>2018-19 Difference in Budgeted and Actual Expenditures</b>	\$46,269

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</b>	Admin staffing, most classified staffing, maintenance/custodial, travel/conferences, insurance, utilities, communications, special education excess costs, deferred maintenance projects

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chicago Park Elementary School District

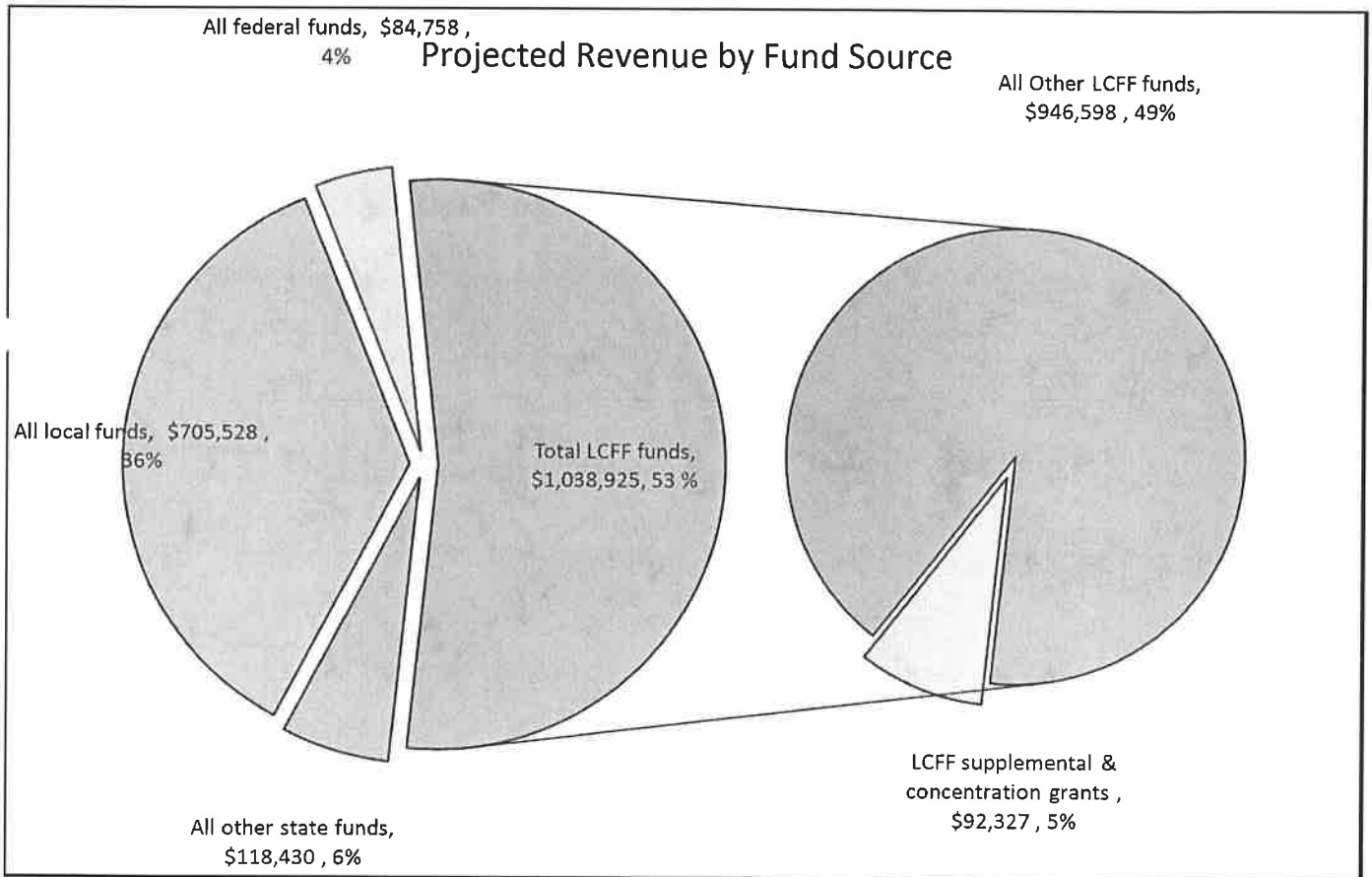
CDS Code: 29663166027080

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

LEA contact information: Dan Zeisler, Superintendent

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

## Budget Overview for the 2019-20 LCAP Year

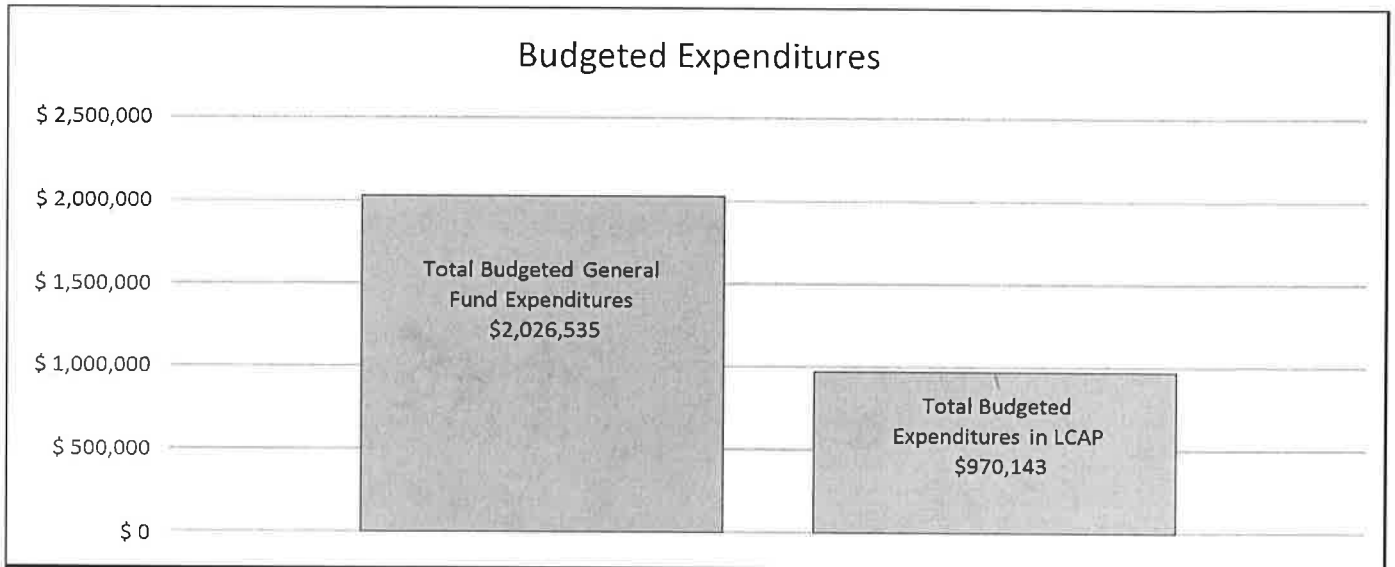


This chart shows the total general purpose revenue Chicago Park Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Chicago Park Elementary School District is \$1,947,641, of which \$1,038,925 is Local Control Funding Formula (LCFF), \$118,430 is other state funds, \$705,528 is local funds, and \$84,758 is federal funds. Of the \$1,038,925 in LCFF Funds, \$92,327 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



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

Chicago Park Elementary School District plans to spend \$2,026,535 for the 2019-20 school year. Of that amount, \$970,143 is tied to actions/services in the LCAP and \$1,056,392 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

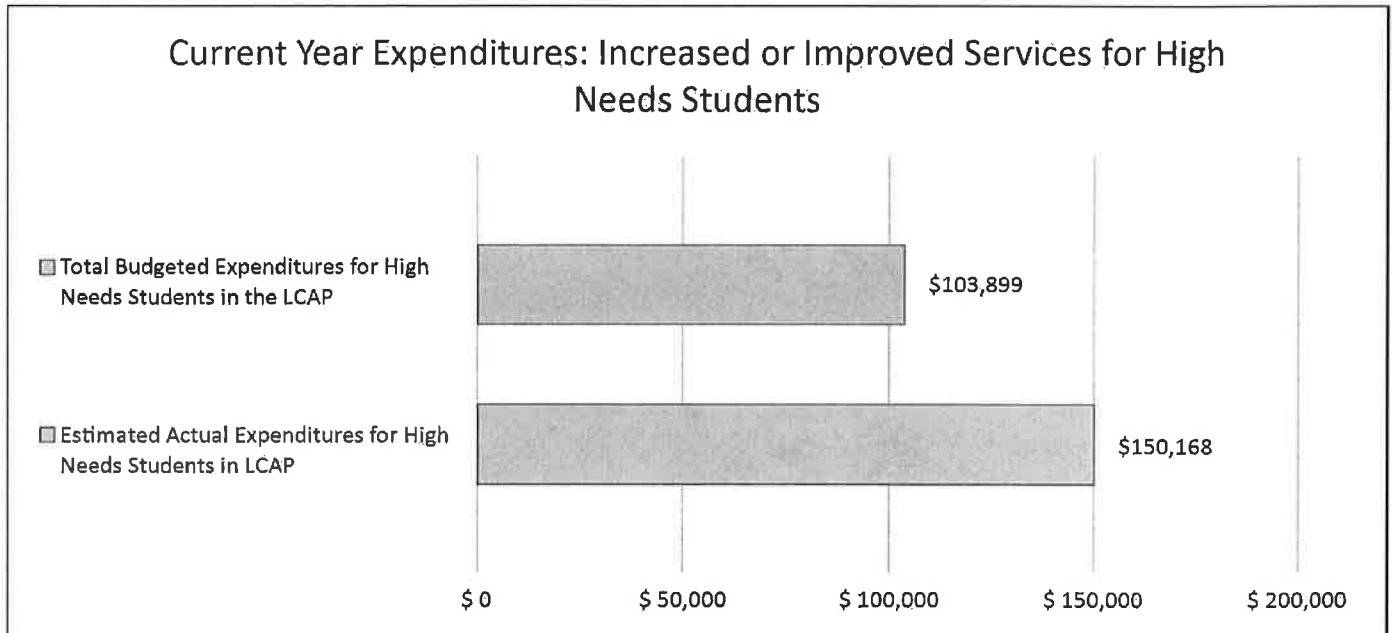
Admin staffing, most classified staffing, maintenance/custodial, travel/conferences, insurance, utilities, communications, special education excess costs, deferred maintenance projects

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

In 2019-20, Chicago Park Elementary School District is projecting it will receive \$92,327 based on the enrollment of foster youth, English learner, and low-income students. Chicago Park Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Chicago Park Elementary School District plans to spend \$133,760 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2018-19, Chicago Park Elementary School District's LCAP budgeted \$103,899 for planned actions to increase or improve services for high needs students. Chicago Park Elementary School District estimates that it will actually spend \$150,168 for actions to increase or improve services for high needs students in 2018-19.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Chicago Park Elementary School District	Dan Zeisler Superintendent	danz@chicagoparkschool.org 530 346-2153 ext.207

## 2017-20 Plan Summary

### The Story

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

Chicago Park Community Charter School was established in 2011. It is located just off scenic Route 174 in the beautiful foothills of the Sierra Nevada Mountains. Chicago Park Community Charter School is a small, public charter school for grades TK-8. It is comingled with Chicago Park Elementary School, and offers an identical program with students from the Charter and Elementary experiencing the same classes along with the same teachers throughout the school day. Due to its small size (66 students), data from the state including CAASPP scores, Dashboard 5x5 statistics, and Healthy Kids Survey information is unavailable. Therefore data in this LCAP is calculated by combining the charter school and the elementary school, and is actually a measure of total District performance levels.

The educational team of 12 certificated professionals is lead by School Superintendent Dan Zeisler, and Principal Katie Kohler. Mr. Zeisler has served as an administrator since the inception of the Charter, with Mrs. Kohler coming on staff in 2017. There are trained Instructional Aides to support low performing and Special Education students where needed. The school is proud of its Gifted and Talented program, as well as its success in providing intensive remedial support for struggling students.

In addition to providing a strong educational foundation, our school provides programs such as music, sports, art, computer literacy, and a variety of after-school enrichment opportunities. An intensive character development program is an important part of the Chicago Park experience and is weaved into the daily curriculum.

The school serves families mostly from Chicago Park, Grass Valley, Nevada City, Peardale, Colfax and Alta Sierra. We pride ourselves in maintaining a positive, safe, learning environment for all students enrolled in the Chicago Park School District.

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

- RTI (Response to Intervention) services in reading and mathematics will be embedded during the school day in grades 4 and 5.
- We incorporated a .8 FTE Principal to help with curriculum development, staff training, and school culture.
- We are maintaining our extended day Kindergarten program
- We are maintaining the availability of IT services at school five days a week
- We used STAR 360 as our formal local assessment tool for math and reading
- All staff will be trained in the Responsive Classroom Program

## Review of Performance

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

## Greatest Progress

Our greatest progress according to Dashboard Indicators, the LCAP Goals, and Local Assessments are as follows:

- Suspension Rate declined 0.7%
- Met Expected Annual Measurable Outcome in employing 100% highly qualified teachers
- Local Assessments in Math and ELA (STAR 360) indicate continual growth in grades 2-5 in Math and ELA.

The scores on the most recent dashboard for the Socioeconomically Disadvantaged students were in yellow in both Math and ELA compared to a score of orange for the District. This shows considerable improvement over prior years where our Socioeconomic Disadvantaged students were scoring at a lower level than the District average.

To build on this success, we will continue to provide professional growth for staff specific to our adopted ELA Program by continuing to hold PLC (Professional Learning Community) days no less than once a month, and allowing teachers to annually visit high performing schools. We will also continue to subscribe to STAR 360 which will allow teachers to identify areas of strength and weakness in their students and be able to effectively place students for small group learning.

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

## Greatest Needs

Our greatest needs according to the Evaluations Rubrics, CAASPP Test results and stakeholder input lies in the area of ELA and Mathematics.

## ELA:

We fell short on our CAASPP Test goal of having a minimum of 57% of our 3rd-8th grade students score at standards met or exceeded by only having 45% reach that mark, which reflects a 9% decrease from 2017. After further analyzing test score data, it was determined that our biggest deficits occurred in grades 6th-8th.

According to the 2018 Dashboard, we went yellow to orange in ELA with a decline of 10.9 points from prior year.

To remediate the decline in scores, we have a new 4th-8th grade team of teachers and the District is proactively providing monthly Professional Development in core academic areas including ELA.

Our current local assessments have shown significant growth from August 2018 through December 2018 of a +57 on average Scaled Score, and a +6 on average Percentile Rating score school wide. To continue this uptrend in performance, we will continue to provide professional development in the area of ELA, and dedicate some of our PLC days solely to ELA instruction. We will also maintain a strong RTI program in grades 1-5.

## Mathematics:

We fell short on our CAASPP Test goal of having a minimum of 47% of our 3rd-8th grade students score at standards met or exceeded by only having 43% reach that mark, which reflects no movement from 2017.

According to the 2018 Dashboard, we went green to orange in Mathematics with a decline of 8.2 points from prior year.

To remediate the decline in scores, we have a new 4th-8th grade team of teachers and the District is proactively providing monthly Professional Development in core academic areas including Math.

On a positive note, our current local assessments have shown substantial growth from August 2018 through December 2018 of a +47 on Average Scaled Score, and +11 on Average Percentile Rating score school wide. To continue this uptrend in performance, we will continue to provide professional development in the area of mathematics, and dedicate some of our PLC days solely to mathematics instruction. We will also maintain a strong RTI program in grades 1-5.

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

## Performance Gaps

In past years, we implemented strategic intervention programs targeted at our Socioeconomic Disadvantaged subgroup to help close the learning gap as indicated on the 2017 Dashboard and through analysis of state and local assessments. In 2018, the Dashboard as well as local indicators show that our Socioeconomic Disadvantaged subgroup has outperformed All students in both ELA and Math. (2018 Dashboard indicators showed: Socioeconomic Disadvantaged - ELA and math: Yellow All Students - ELA and Math - Orange. As a result of this data, we are looking at ways of incorporating these intervention strategies/programs to all students. In the area of Chronic



Absenteeism, our socioeconomic sub group scored in orange while our overall student body scored in green. To address this discrepancy, we will monitor attendance reports of all students on an every other week basis rather than monthly. Parents of students in jeopardy of becoming chronically absent will be contacted directly by the school Principal. We also had a gap that showed a higher level of socioeconomic students being suspended than other students. Due to our very small school size, there were only two more students under the sub group of Socioeconomic Disadvantaged who were suspended than all other students. However, to lower suspension rates for all students, the District has adopted Responsive Classroom to encourage students to make positive choices that will not lead to suspensions.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

Chicago Park Elementary School has not been identified for CSI.

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions (including the use of technology), and access to instructional practices aligned with Common Core Standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

The number of students in grades 3-8 that achieve standards met or exceeded in Math and ELA CAASP testing will increase by 3% or more each year

**18-19**

Math > 47%

ELA > 57%

**Baseline**

Math 39%

ELA 50%

**Metric/Indicator**

Actual

Math 43% ELA 45%

No EL students currently enrolled at CPS

Expected

Maintain EL Reclassification Rates

**18-19**  
should any EL students enroll in the District we will reclassify 100% of eligible EL students.

**Baseline**  
should any EL students enroll in the District we will reclassify 100% of eligible EL students.

**Metric/Indicator**  
100% of students will gain no less than one level towards English proficiency on the CELDT

**18-19**  
100% of students will gain no less than one level towards English proficiency on the CELDT

**Baseline**  
100% of students will gain no less than one level towards English proficiency on the CELDT

**Metric/Indicator**  
All students will have access to no less than 90% highly qualified teachers

**18-19**  
100%

**Baseline**  
90%

**Metric/Indicator**  
All students will have access to CCSS aligned materials including ELD Standards

**18-19**  
100% of students have access to standards aligned materials including ELD

**Baseline**  
100% of students have access to standards aligned materials including ELD

**Metric/Indicator**  
A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district.

**18-19**  
N/A

**Baseline**

Actual

No EL students currently enrolled at CPS

Students have access to 100% highly qualified teachers

All students have access to CCSS aligned materials including ELD Standards

N/A

Expected

Actual

N/A

### Actions / Services

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

#### Action 1

Planned  
Actions/Services

All teachers will be fully credentialed, trained in best instructional practices, and have access to materials and technology to meet the demands of a 21st century education

Actual  
Actions/Services

100% highly qualified teaching staff fully equipped with adopted curriculum in Math and ELA aligned with the Common Core, and the technology needed to present curriculum in an engaging, constructive and efficient manner.

Budgeted  
Expenditures

1000-1999: Certificated Personnel Salaries 0000, 4035, 6500 \$706,374

Estimated Actual  
Expenditures

1000-1999: Certificated Personnel Salaries 0000, 4035, 6500 686494

#### Action 2

Planned  
Actions/Services

New teachers participate in BTSA

Actual  
Actions/Services

Two teachers enrolled in BTSA . One teacher enrolled in his first year. The other is in their second years will be able to apply for and have in place clear credentials to begin the 2019-20 school year. The first year teacher will complete Year I of BTSA by June 2019.

Budgeted  
Expenditures

5800: Professional/Consulting Services And Operating Expenditures 0000 \$3,800

Estimated Actual  
Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$8,000

#### Action 3

Planned  
Actions/Services

Ongoing Professional Development and Staff Collaboration time including Classified Staff

Actual  
Actions/Services

All teachers attended county wide in-service day on Sept. 17. All teachers received additional training in STAR 360 Math and ELA Assessment on October 11.

Budgeted  
Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$14,061

Estimated Actual  
Expenditures

0001-0999: Unrestricted: Locally Defined Supplemental \$15,729

On January 14, five teachers went to a Blue Ribbon school in Sacramento with high CAASPP test scores to observe classroom teachers. One staff meeting a month has been set aside as a Professional Learning Community (PLC) day where staff members from various grade levels meet to discuss the implementation of Math and ELA. Teacher mentor met with the four new teachers weekly throughout the school year to support delivery of curriculum. The district has three staff development days built into the certificated contract.

5000-5999: Services And Other Operating Expenditures Supplemental 2000

1000-1999: Certificated Personnel Salaries Other \$3,010

#### Action 4

Planned  
Actions/Services

Formal Assessments in Math and ELA for grades K-8

Actual  
Actions/Services

Formal assessments in ELA and math (using STAR 360) have occurred in August and December, and are scheduled to occur again in late May. Data from the first two assessments is used to measure student growth in this LCAP.

Budgeted  
Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,850

Estimated Actual  
Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,219

#### Action 5

Planned  
Actions/Services

Provide CCSS aligned curriculum and materials, including the provision of necessary school supplies when needed.

Actual  
Actions/Services

Go Math (TK-5) and Big Ideas (6-8) from the Houghton Mifflin Company were adopted in 2015-16 as our Math program. Journeys (TK-5) and Collections from the Houghton Mifflin Company were adopted in 2016-17 as our ELA program.

Budgeted  
Expenditures

4000-4999: Books And Supplies 6300 \$6,788

Estimated Actual  
Expenditures

4000-4999: Books And Supplies Lottery \$4,000

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology-based curriculum opportunities	Teachers are using Reflex Math, Prodigy, Khan Academy and Nitro Type to support academic learning in mathematics through technology. In ELA, on-line programs include Read Naturally, Decoding Tower, Scholastic News, Mystery Science, and Newsela.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1250	4000-4999: Books And Supplies Lottery \$5,020

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanded fiction and non-fiction in library and maintain Library Assistant hours	The library was expanded to include over 350 new works of fiction and non-fiction at all reading levels. Each grade is scheduled to come to the library once a week and check out up to two books. The Library Assistant works two days a week @ 5 hours per day, and has one volunteer come in to assist on a regular basis.	2000-2999: Classified Personnel Salaries Supplemental \$6,875 4000-4999: Books And Supplies \$1,500	2000-2999: Classified Personnel Salaries Supplemental \$7,084 4000-4999: Books And Supplies 0000, 1100 \$2,000

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain extended day Kindergarten program to allow more focused instruction	The Kindergarten program was maintained from when it was expanded in the 2016-17 school year from a 12:15 dismissal time to a 1:10 dismissal time M-Th and a 12:05 end time on Fridays. Emphasis during that time is on mathematics.	1000-1999: Certificated Personnel Salaries Supplemental \$12,412	1000-1999: Certificated Personnel Salaries Supplemental \$12,905

### Action 9

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

RTI in grades 1-3 was maintained at four days per week, and added in 4th and 5th grade 2x a week with 4th and 5th grade RTI occurring during the school day. Homework Club was continued 4x a week.

Maintain RTI services in grades 1-5 and Homework Club, incorporate part of our RSP teacher's time into assisting with expanding RTI needs, the purchase of RTI support materials.

1000-1999: Certificated Personnel Salaries Supplemental \$35,076

1000-1999: Certificated Personnel Salaries Supplemental \$39,738

**Action 10**

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

60 Chrome Books, two charging stations, and 18 tablets for K/1st were purchased. We met the Technology 5-Year Plan goal which is to have one set of computers in every classroom by 18/19 (i.e. one computer for every student).

The addition of no less than twelve Winbooks and/or Chromebooks and two charging buckets

4000-4999: Books And Supplies 1100 \$15,500

4000-4999: Books And Supplies 1100 \$16,883

**Action 11**

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

All classes fully furnished. Three high definition projection monitors were purchased and five apple TVs were added to make a total of eight on campus. Six staff laptops were replaced or purchased.

We will maintain each classroom with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed

4000-4999: Books And Supplies 0000, 1100 \$2,200

4000-4999: Books And Supplies 0000, 1100 \$2,600

**Action 12**

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

Teacher on-going training in the implementation of CAASPP

Staff training for the upcoming CAASPP testing took place on March 12, 2019.

See Goal #1, Action #3 0

See Goal #1, Action #3

**Action 13**

**Planned Actions/Services**  
 Support services from an IT Specialist will be available to assist teachers five days a week in the general maintenance of school equipment and to assure it is up and running efficiently

**Actual Actions/Services**  
 A part-time IT Specialist position expanded to work Monday-Friday, five days a week, for a total of 19.5 hours a week.

**Budgeted Expenditures**  
 2000-2999: Classified Personnel Salaries 5810 \$21,790

**Estimated Actual Expenditures**  
 2000-2999: Classified Personnel Salaries Supplemental \$18,900

**Action 14**

**Planned Actions/Services**  
 A .4 FTE teacher will be maintained in the Academy to keep class sizes at or below 27 students.

**Actual Actions/Services**  
 The .4 teacher was maintained in the Academy.

**Budgeted Expenditures**  
 1000-1999: Certificated Personnel Salaries Supplemental \$23,650

**Estimated Actual Expenditures**  
 1000-1999: Certificated Personnel Salaries Supplemental \$24,123

**Action 15**

**Planned Actions/Services**  
 All teachers will take on the responsibility of implementing a structured PE program similar to the one previously offered by the P.E. Specialist

**Actual Actions/Services**  
 The Physical Education teacher was not brought back to due to budget restrictions and credentialing issues for the 2018-19 school year.

**Budgeted Expenditures**  
 0

**Estimated Actual Expenditures**  
 \$0



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services were as follows:

ELA- The biggest undertaking this year was the challenge of training three new teachers that teach ELA. One being our new ELA instructor in grades 6-8 to become familiar with Collections, as we have no other teachers using this curriculum, our state adopted ELA program. The 6th-8th grade teacher branched out to other teachers in neighboring schools. The other two new teachers were in their first year of teaching ELA but had a mentor teacher assigned to them that teaches the same curriculum at a different grade level. The mentor teacher met with all three new teachers weekly to assist in any questions they had about the delivery of curriculum. These teachers have a BTSA mentor as well. Our CAASPP scores were lower than anticipated as only 45% of our students scored at standards met or exceeded (our target goal was 53%). As a result, our Dashboard Indicator color went from Yellow to Orange. We look forward to improving our scores in the coming year as we have several new staff members, and intensive professional development in place.

Mathematics- Again with three new teachers teaching mathematics, two being their first time, this was a challenge. The teacher in the 6th-8th grade position came with many years of experience, however, was unfamiliar with Big Ideas, our adopted math program. He received support from the Principal who has taught the curriculum. The 4th and 5th grade teachers were supported by the Principal, the site mentor teacher, and their BTSA mentor. Our CAASPP scores were slightly higher than anticipated with 43% of our students scoring at standards met or exceeded (our target goal was 42%). As a result, our Dashboard Indicator color stayed status quo, Orange. We look forward to improving our scores in the coming year as we have several new staff members, and intensive professional development in place.

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

The effectiveness of the actions/services are mixed.

Even though we did not meet our expected measurable outcome in ELA (53%) we have implemented new intervention practices as well as enhanced Professional Development and seen growth with local assessments from August to December.

Growth in math was very small and we maintained our Dashboard Indicator Score of Orange. In the 2018-2019 school year, we have three new teachers that are teaching a total of five groups of math. We are also offering pull out programs to push our accelerated learners and struggling students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Goal 1 Action Item 1 - decrease due to the elimination of the PE instructor position
- Goal 1 Action Item 2 - there was an increase from one to two in the number of BTSA participants
- Goal 1 Action Item 3 - increase due to new r7510 LPSBG expenditures
- Goal 1 Action Item 5 & 6 - increase due to more instructional online courses being purchased
- Goal 1 Action Item 9 - increase in RTI time
- Goal 1 Action Item 11 - increased the number of staff computers purchased

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.

- Goal 1-EAMO #3 changed CELDT to ELPAC
- Goal 1 Action Item 4- changed K to TK
- Goal 1 Action Item 10 changed to read "The replacement of no less than twelve Chromebooks."
- Goal 1 Action Item 11 deleted one desktop
- Goal 1 Action Item 15 now reads: Hire a part-time P.E. Specialist to assist teachers in grades TK-5

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:

- Foreign Languages
- Visual/Performing Arts
- Computer Programming
- Organized Team Sports (grades 4-8)
- Environmental Studies

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

No less than six annual opportunities will be made available for students to participate in before and/or after school enrichment classes (not including athletics)

#### 18-19

Maintain a minimum of seven enrichment opportunities for students to participate in before and/or after school

#### Baseline

There are six opportunities for students to participate in before and/or after school enrichment classes

Actual

Through January of 2019, there have been five after school enrichment opportunities offered: Kuk Sol Won, Primary Spanish, Coding, GATE, and Homework Club.

Expected

**Metric/Indicator**  
 No less than four opportunities will be made available for eligible students to participate in after school sports sponsored by the Nevada County Athletics League

**18-19**  
 There are four opportunities for girls and four for boys to participate in after school sports programs

**Baseline**  
 There are four opportunities for girls and four for boys to participate in after school sports programs

**Metric/Indicator**  
 6th Grade students will be given the opportunity to participate in an off-campus multi-day Science Camp

**18-19**  
 Continue to provide a 6th grade science camp experience the same as or similar to what is listed in baseline

**Baseline**  
 6th grade students currently go to Alliance Redwoods environmental camp for five days and four nights

**Metric/Indicator**  
 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.

**18-19**  
 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.

**Baseline**  
 100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.

**Actions / Services**

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

**Action 1**

Planned  
 Actions/Services

Actual  
 Actions/Services

Budgeted  
 Expenditures

Estimated Actual  
 Expenditures

Actual

Chicago Park School has participated in all Nevada County Sports League team sports offerings to date including Boys' and Girls' Volleyball and Basketball, Cross Country, and Track and Field.

6th grade students had the opportunity to go to Alliance Redwoods Science camp for 5 days in April.

100% of students have access to a broad course of study including unduplicated students and students with exceptional needs.

Before school enrichment opportunities for those students who cannot afford it, including but not be limited to Beginning and Intermediate Band and GATE

Currently we are not offering before school enrichment. Band was made available one day a week at lunch time. GATE was moved from before school to after school.

8000-8999 Supplemental \$1,975

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000

## Action 2

Planned  
Actions/Services

6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field will be offered to all academically eligible students regardless of their ability to afford it.

Actual  
Actions/Services

6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field is offered to all academically eligible students regardless of their ability to afford it.

Budgeted  
Expenditures

8000-8999 Supplemental \$3,750

Estimated Actual  
Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$4,205

## Action 3

Planned  
Actions/Services

Contract with local vendors to provide meaningful after school enrichment opportunities for all grade levels. Purposely seek enrichment with a technology theme.

Actual  
Actions/Services

Currently we contract with one local vendor - Gold Country Kuk Sol Won

Budgeted  
Expenditures

IN-KIND-CONTRIBUTION

Estimated Actual  
Expenditures

IN-KIND CONTRIBUTION \$0

## Action 4

Planned  
Actions/Services

Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.

Actual  
Actions/Services

To respond to community wishes from the annual survey, a Coding class was offered after school. Beginning Spanish was offered as an elective for 6th-8th and we are currently searching for an instructor to work with our primary

Budgeted  
Expenditures

5800: Professional/Consulting Services And Operating Expenditures 0200 \$1,000

Estimated Actual  
Expenditures

2000-2999: Classified Personnel Salaries 0200 \$350

grade students. Drama has been integrated into the classroom in grades TK-8th.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school Homework Club for grades 4-8	After school Homework Club is hosted for 30 minutes after school 4x per week, and is hosted by a certificated teacher.	See Goal #1, Action #9	See Goal #1, Action #9 \$0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Chicago Park School partnered with a local business to bring a variety of after school enrichment opportunities to students in attendance at Chicago Park School throughout the school year. All classes were well attended, however, it was a challenge to attract very many students in grades 5-8 to participate in after school enrichment due to a variety of sports and other options available to them. Even though we are a small rural school, we strive to expose our students to as many areas of interest as possible, and use our after school enrichment program as an effective tool to support student exposure to career opportunities.

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

The effectiveness of our after school enrichment classes is measured by number of programs being offered and participation level of each class. In both instances, the numbers are growing! Therefore, we are confident that these programs are an important component of our overall school success. Not measured, but critical, is that these classes provide our socioeconomically disadvantaged families who cannot afford after school care, a safe, nurturing place for their children to be at no cost. Without these programs, for some, the only alternative would be for families to have their children either come home to an empty house or stay for lengthy periods of time at school after hours without supervision.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #4 - We were able to offer only one after school class through the school.

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.

**Goal 2 Action Item #1** has been changed to read, "There are no currently plans to offer before school enrichment due to lack of student participation. Previous before school enrichment opportunities such as GATE are being offered during the school day or after school."

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 3

All students will be provided learning and recreational activities in environments in and out of the classroom that are safe and nurturing.

State and/or Local Priorities addressed by this goal:

- State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

<b>Metric/Indicator</b> Maintain P2 ADA rates at or above 95%	
<b>18-19</b> 95%	
<b>Baseline</b> 95%	
<b>Metric/Indicator</b> Maintain low suspension rates at less than 3%	
<b>18-19</b> Less than 2%	
<b>Baseline</b> 1%	
<b>Metric/Indicator</b> Decrease detention rates	

Actual

94.64%	
3.8%	
N/A (We longer use detention as a disciplinary option.)	



Expected

Actual

<p><b>18-19</b> 18 detentions per trimester <b>Baseline</b> 20 detentions per trimester</p>	
<p><b>Metric/Indicator</b> Maintain low expulsion rate of no students</p> <p><b>18-19</b> No students expelled</p> <p><b>Baseline</b> No students expelled</p>	<p>No students expelled.</p>
<p><b>Metric/Indicator</b> Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</p> <p><b>18-19</b> All families invited to participate in parent teacher conferences in October</p> <p><b>Baseline</b> All families invited to participate in parent teacher conferences in September</p>	<p>Conferences were held October 10-12 and again as needed when requested by staff and/or parents.</p>
<p><b>Metric/Indicator</b> Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8</p> <p><b>18-19</b> All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented</p> <p><b>Baseline</b> All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented</p>	<p>Academic Probation Hearings took place after the second trimester for all 8th graders with GPAs below 2.0</p>
<p><b>Metric/Indicator</b> Continue to SARB all families with chronic absenteeism and maintain absentee rate at less than 5%</p> <p><b>18-19</b> Less than 4.50% chronic absenteeism rate</p> <p><b>Baseline</b> 4.76% chronic absenteeism rate through March of 2016-17</p>	<p>17.6%</p>

Expected

Actual

<p><b>Metric/Indicator</b> Continue on-going training for teachers in the Nurtured Heart Approach</p> <p><b>18-19</b> NH training for Certificated staff six times per year and three times per year for Classified staff</p> <p><b>Baseline</b> NH training for Certificated staff six times per year and three times per year for Classified staff</p>	<p>Focus shifted from Nurtured Heart Approach to Responsive Classroom, with all staff having formal training on a monthly basis.</p>
<p><b>Metric/Indicator</b> Maintain number of yard duty instructional assistants on the playground and provide them with on-going safety training</p> <p><b>18-19</b> A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes are together at the same time.</p> <p><b>Baseline</b> A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes are together at the same time.</p>	<p>A schedule that has a minimum of two para educators for all grades provide yard duty supervision when more than two classes are together during recess. Training occurs three times a year at Classified Staff Meetings.</p>
<p><b>Metric/Indicator</b> Maintain all facilities in good repair</p> <p><b>18-19</b> Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.</p> <p><b>Baseline</b> Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.</p>	<p>Annual written safety inspection report of indoor and outdoor school facilities was done by the Maintenance Technician in Fall of 2018 with no findings. No Williams Acts Complaints have been filed this school year.</p>
<p><b>Metric/Indicator</b> Maintain a drop-out baseline of less than 2%</p> <p><b>18-19</b> Maintain 0% dropout rate</p> <p><b>Baseline</b> 0% dropout rate as of early April 2017</p>	<p>0% dropout rate</p>
<p><b>Metric/Indicator</b> High School dropout and High school graduation data not applicable to our elementary school district</p> <p><b>18-19</b></p>	<p>N/A</p>

Expected

N/A

Baseline  
N/A

Actual

### Actions / Services

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

#### Action 1

Planned  
Actions/Services

On-going training will be provided all staff in the Nurtured Heart Approach, and initial and on-going training will be provided all staff in the Responsive Classroom program.

Actual  
Actions/Services

The district has now adopted the Responsive Classroom Approach as our school culture model, which includes discipline and classroom management. Two staff attended a 4-day training. All staff have had a formal training. Additional monthly trainings take place at staff meetings and at PLCs. Five staff members were sent to observe a model Responsive Classroom school. Responsive Classroom materials were purchased for all staff.

Budgeted  
Expenditures

During regularly scheduled staff meetings. 0

Estimated Actual  
Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$1,760

4000-4999: Books And Supplies Supplemental \$700

#### Action 2

Planned  
Actions/Services

Parents and students will have the opportunity to participate in at least one annual on-line school safety survey

Actual  
Actions/Services

All parents in the school community were invited to participate in the State sponsored Health Kids Survey. All students in 7th grade took a similar Healthy Kids survey as well. Students in grades 3-8 took a survey administered by the school's Site

Budgeted  
Expenditures

4000-4999: Books And Supplies 0000 \$52

Estimated Actual  
Expenditures

4000-4999: Books And Supplies 0000 \$74

Council with the intent of using data for valuable LCAP input from student stakeholders.

**Action 3**

Planned  
Actions/Services

District Safety Committee will review, update, and notify community of any changes to the safety plan.

Actual  
Actions/Services

A complete update of the Earthquake Procedure and Wild Fire Readiness Plan was done by the School Safety Committee and presented to the School Board at the February Board Meeting.

Budgeted  
Expenditures

2000-2999: Classified Personnel Salaries Base \$250.00

Estimated Actual  
Expenditures

2000-2999: Classified Personnel Salaries Base \$250

**Action 4**

Planned  
Actions/Services

Provide on-going training for yard duty safety.

Actual  
Actions/Services

This was done on September 27th, March 15th, and May 3rd at classified staff meetings. All training takes place in-house and is done by the principal.

Budgeted  
Expenditures

2000-2999: Classified Personnel Salaries 0000 \$226

Estimated Actual  
Expenditures

2000-2999: Classified Personnel Salaries Base \$226

**Action 5**

Planned  
Actions/Services

Creative attendance incentives will remain in place to encourage improved attendance rates.

Actual  
Actions/Services

Weekly attendance incentives have taken place every week after Labor Day. Celebrations for perfect attendance for an entire trimester have taken place at the end of both trimesters this school year with one more scheduled at the end of the year. A special recognition will be given to all students with perfect attendance for the entire year in early June.

Budgeted  
Expenditures

4000-4999: Books And Supplies 0157 \$800

Estimated Actual  
Expenditures

4000-4999: Books And Supplies 0000 \$950

**Action 6**

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Maintain indoor and outdoor facilities to reduce possible safety and/or health issues. Annual facilities report and playground structure safety reports will be presented to Board in fall.</p>	<p>The gym floor was refinished by a professional company in October of 2018. One more camera was installed to monitor safety on campus. Outdoor siding was replaced on one classroom. Our 5-year deferred maintenance plan was updated. Carpeting was replaced in two classrooms. Blinds and tinting of two classrooms and the office was completed. Swallow repair and maintenance was completed. Grading and resurfacing our track is planned for this summer.</p>	<p>5000-5999: Services And Other Operating Expenditures 0000 \$37,000</p>	<p>5000-5999: Services And Other Operating Expenditures 0000 \$23,645</p>
			<p>5000-5999: Services And Other Operating Expenditures Supplemental \$8,355</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of the actions/services to achieve this goal were as follows: Responsive Classroom trainings were done by Principal Katie Kohler who went through an intensive summer training. The results of the annual Healthy Kids Survey, and the Community Survey issued by the site Council to gather community stakeholder data for the LCAP, show high levels of satisfaction in academic instruction, school climate, safety, and school to community relations. The school Safety Committee met monthly and updated the safety manual. It was Board reviewed in February, 2019. Fire, earthquake, and lockdown drills all took place at different times throughout the school year. Yard duty effectiveness training took place three times over the course of the school year. All yard duty staff have active CPR and First Aid certificates. Weekly attendance winning classes either received extra recess, or a fun classroom activity conducted by the principal. Perfect attendance honorees for a trimester receive a pizza lunch with the principal and participate in a raffle with a chance to win a new bicycle and gift cards.

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

The overall effectiveness of the actions/services are notable, creating a safe and nurturing place for all students at Chicago Park School. Contributing factors include: all staff members are trained to fully implement Responsive Classroom as our school wide behavior program, students and staff are now fully aware of lockdown procedures as displayed in a practice drill session on September 6, students are respectful of playground rules and yard duty supervisors with a low incident rate of injuries and behavior issues, attendance rates are higher than anticipated (anticipated 95%, actual 96%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #1 - Two staff attended Responsive Classroom training and RC materials were purchased for all staff

Action #6 - It was decided not to rekey/update locks throughout the entire school this year or to purchase a container storage unit

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.

Goal 3 EAMO #8 changes NH to Responsive Classroom

Goal 3 Action Item 1 changed to, "On-going training will be provided to all staff in the Responsive Classroom program."

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Stakeholder involvement in the LCAP process is evident on many levels. The community has been invited to provide input at all Site Council Meetings (September 5, October 3, November 7, December 6, January 16, February 6, March 6, April 5 – Share first draft of 2018 LCAP, May 3 – Share revised draft of 2018 LCAP). No comments requiring Superintendent written response necessary. The means of inviting the community included a large bolded font invitation at the bottom of all Site Council Agendas that were posted 72 hours prior to the meeting dates, on campus, at the local corner market, and at the post office. (A school wide all-call was made to all families inviting them to attend the April 5 Site Council meeting where the initial draft of the 2018-19 LCAP was available for input). Certificated/Bargaining Unit and classified staffs have had on-going opportunities for LCAP input at several staff meetings; Certificated meetings: September 26, October 10, December 5 (EAMO data shared), January 19 (EAMO data shared), February 6, March 6, and April 10 where a draft of 2018-2019 LCAP was presented for review. Classified meetings: November 3, January 26 (EAMO data shared), and on April 27 a draft of 2018-19 LCAP was presented for review. Board members have had the opportunity to provide input for the 2018-19 LCAP and review EAMOs for the current year at Board meetings on November 16, December 15, and January 18. A draft of 2018-2019 LCAP was presented for review on April 19. Public review date is scheduled for June 14th. The scheduled board approval date for the 2018-19 LCAP is June 22. Students in grades 3-8 participated in a Survey Monkey survey in mid- February. Results were shared with Site Council and School Board and incorporated into LCAP development.

## Impact on LCAP and Annual Update

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

Site Council – Based on prior and current input the community would like to see Beginning Spanish continue in grades 6-8, and see a formal art program continued for all grade levels.

Certificated Staff – Feel a strong need to maintain 1-5 grade RTI and implement the Responsive Classroom program (see Goal 3 Action Item 1).

Classified Staff – More formal trainings in yard duty procedures and working with RSP students to be added to professional development plan (see Goal 1 Action Item 3).

School Board – No immediate impacts

Community - An annual community survey was issued by the Site Council in early January 2019 and data was gathered in the beginning of February. Results showed a desire to hire a PE specialist and a World Language teacher.

Students – Based on student survey, students are asking for a Gaga Ball Pit, more athletic equipment, and more computer based after school enrichment classes

The practicality of a Gaga Ball Pit is being looked into with further input, as is the purchase of more athletic equipment. More computer-based after school enrichment is addressed in Goal 2 Action Item 3.



# Goals, Actions, & Services

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

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

## Goal 1

All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions (including the use of technology), and access to instructional practices aligned with Common Core Standards.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

Based on CAASPP score data and our Dashboard placement, there is room for growth in these areas.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students in grades 3-8 that achieve standards met or exceeded in Math and ELA CAASP testing will increase by 3% or more each year	Math 39% ELA 50%	Math > 42% ELA > 53%	Math > 47% ELA > 57%	Math > 50% ELA > 62%
Maintain EL Reclassification Rates	should any EL students enroll in the District we	should any EL students enroll in the District we	should any EL students enroll in the District we	Should any EL students enroll in the District we

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will gain no less than one level towards English proficiency on the CELDT	will reclassify 100% of eligible EL students. 100% of students will gain no less than one level towards English proficiency on the CELDT	will reclassify 100% of eligible EL students. 100% of students will gain no less than one level towards English proficiency on the CELDT	will reclassify 100% of eligible EL students. 100% of students will gain no less than one level towards English proficiency on the CELDT	will maintain prior EL Reclassification Rates 100% of students will gain no less than one level towards English proficiency on the ELPAC
All students will have access to no less than 90% highly qualified teachers	90%	100%	100%	100%
All students will have access to CCSS aligned materials including ELD Standards	100% of students have access to standards aligned materials including ELD	100% of students have access to standards aligned materials including ELD	100% of students have access to standards aligned materials including ELD	100% of students have access to standards aligned materials including ELD
A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district.	N/A	N/A	N/A	N/A

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All teachers will be fully credentialed, trained in best instructional practices, and have access to materials and technology to meet the demands of a 21st century education

2018-19 Actions/Services

All teachers will be fully credentialed, trained in best instructional practices, and have access to materials and technology to meet the demands of a 21st century education

2019-20 Actions/Services

All teachers will be fully credentialed, trained in best instructional practices, and have access to materials and technology to meet the demands of a 21st century education

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$654,112	\$706,374	\$534,054
Source	0000, 4035, 6500	0000, 4035, 6500	0000, 4035, 6500
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			\$177,106
Source			0000, 4035, 6500
Budget Reference			3000-3999: Employee Benefits

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New teachers participate in BTSA

New teachers participate in BTSA

New teachers participate in BTSA

**Budgeted Expenditures**

Year 2017-18

Amount \$7,900

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

\$3,800

0000

5800: Professional/Consulting Services And Operating Expenditures

2019-20

\$8,000

Supplemental

5800: Professional/Consulting Services And Operating Expenditures

Amount	\$2,500		
Source	r6264		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ongoing Professional Development and Staff Collaboration time

Ongoing Professional Development and Staff Collaboration time including Classified Staff

Ongoing Professional Development and Staff Collaboration time including Classified Staff

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,146	\$14,061	\$16,293
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$2,000	\$6,780
Source		Supplemental	Other
Budget Reference		5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$4,750
Source			Other
Budget Reference			4000-4999: Books And Supplies

**Action 4**

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

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

OR

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

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

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Formal Assessments in Math and ELA for grades K-8

2018-19 Actions/Services

Formal Assessments in Math and ELA for grades K-8

2019-20 Actions/Services

Formal Assessments in Math and ELA for grades TK-8

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,850	\$2,850	\$3,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

### Action 5

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
-----------------	------------------	------------------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide CCSS aligned curriculum and materials, including the provision of necessary school supplies when needed.	Provide CCSS aligned curriculum and materials, including the provision of necessary school supplies when needed.	Provide CCSS aligned curriculum and materials, including the provision of necessary school supplies when needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,130	\$6,788	\$23,000
Source	6300	6300	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$4,320
Source			6300
Budget Reference			4000-4999: Books And Supplies
Amount			\$1,190
Source			Other
Budget Reference			4000-4999: Books And Supplies

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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



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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Technology-based curriculum opportunities

2018-19 Actions/Services

Technology-based curriculum opportunities

2019-20 Actions/Services

Technology-based curriculum opportunities

**Budgeted Expenditures**

Year 2017-18

Amount \$875

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

\$1250

Supplemental

5800: Professional/Consulting Services And Operating Expenditures

2019-20

\$5,000

6300

4000-4999: Books And Supplies

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Expanded fiction and non-fiction in library and maintain Library Assistant hours

2018-19 Actions/Services

Expanded fiction and non-fiction in library and maintain Library Assistant hours

2019-20 Actions/Services

Expanded fiction and non-fiction in library and maintain Library Assistant hours

**Budgeted Expenditures**

Year 2017-18

Amount \$6,540

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$1,500

Source

Budget Reference 4000-4999: Books And Supplies

2018-19

\$6,875

Supplemental

2000-2999: Classified Personnel Salaries

\$1,500

4000-4999: Books And Supplies

2019-20

\$7,765

Supplemental

2000-2999: Classified Personnel Salaries

\$1,500

Locally Defined

4000-4999: Books And Supplies

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Maintain extended day Kindergarten program to allow more focused instruction

**2018-19 Actions/Services**

Maintain extended day Kindergarten program to allow more focused instruction

**2019-20 Actions/Services**

Maintain extended day Kindergarten program to allow more focused instruction

**Budgeted Expenditures**

Year 2017-18

Amount \$11,940

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

\$12,412

Supplemental

1000-1999: Certificated Personnel Salaries

2019-20

\$13,300

Supplemental

1000-1999: Certificated Personnel Salaries

**Action 9**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

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

**Actions/Services**

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

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

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

New Action	Modified Action	Unchanged Action
------------	-----------------	------------------

<p>2017-18 Actions/Services</p> <p>Expand extended day RTI reading services from grades 1-3 to include grades 4-5, and maintain after school Homework Club for grades 4-8</p>	<p>2018-19 Actions/Services</p> <p>Maintain RTI services in grades 1-5 and Homework Club, incorporate part of our RSP teacher's time into assisting with expanding RTI needs, the purchase of RTI support materials.</p>	<p>2019-20 Actions/Services</p> <p>Maintain RTI services in grades 1-5 and Homework Club, incorporate part of our RSP teacher's time into assisting with expanding RTI needs, the purchase of RTI support materials.</p>
---	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$33,742	\$35,076	\$40,618
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 10**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
--	---

All

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

The addition of no less than twelve Winbooks and two charging buckets

**2018-19 Actions/Services**

The addition of no less than twelve Winbooks and/or Chromebooks and two charging buckets

**2019-20 Actions/Services**

The replacement of no less than twelve Chromebooks.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,400	\$15,500	\$15,400
Source	1100	1100	1100
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 11**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

Unchanged Action

Modified Action

**2017-18 Actions/Services**

We will maintain each classroom with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed

**2018-19 Actions/Services**

We will maintain each classroom with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed

**2019-20 Actions/Services**

We will maintain each classroom with at least one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,550	\$2,200	\$2,550
Source	0000, 1100	0000, 1100	0000, 1100
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 12**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Teacher on-going training in the implementation of CAASPP

2018-19 Actions/Services

Teacher on-going training in the implementation of CAASPP

2019-20 Actions/Services

Teacher on-going training in the implementation of CAASPP

**Budgeted Expenditures**

Year 2017-18  
Amount 0

2018-19  
0

2019-20  
0

Budget Reference See Goal #1, Action #3

See Goal #1, Action #3

See Goal #1, Action #3

**Action 13**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services Support services from an IT Specialist will be available to assist teachers five days a week in the general maintenance of school equipment and to assure it is up and running efficiently	2018-19 Actions/Services Support services from an IT Specialist will be available to assist teachers five days a week in the general maintenance of school equipment and to assure it is up and running efficiently	2019-20 Actions/Services Support services from an IT Specialist will be available to assist teachers five days a week in the general maintenance of school equipment and to assure it is up and running efficiently

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,514	\$21,790	\$18,000
Source	5810	5810	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 14**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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



English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A .4 FTE teacher will be maintained in the Academy to keep class sizes at or below 27 students.

A .4 FTE teacher will be maintained in the Academy to keep class sizes at or below 27 students.

A .4 FTE teacher will be maintained in the Academy to keep class sizes at or below 27 students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$22,769	\$23,650	\$24,700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 15**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A .24 FTE Physical Education teacher will be maintained to give students the physical outlets needed to achieve at their maximum ability levels in core academic areas.	All teachers will take on the responsibility of implementing a structured PE program similar to the one previously offered by the P.E. Specialist	Hire a part-time P.E. Specialist to assist teachers in grades TK-5

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,704	0	\$3,814
Source	0000		Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries		2000-2999: Classified Personnel Salaries
Amount			\$270
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:

- Foreign Languages
- Visual/Performing Arts
- Computer Programming
- Organized Team Sports (grades 4-8)
- Environmental Studies

## State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Identified Need:

Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas, and expose them to possible career considerations. Data to continue these classes are supported by community and student stakeholder input into the LCAP.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
No less than six annual opportunities will be made available for students to participate in before and/or after school enrichment classes	There are six opportunities for students to participate in before and/or after school enrichment classes	A minimum of seven opportunities will be available for students to participate in before and/or after school enrichment activities	Maintain a minimum of seven enrichment opportunities for students to participate in before and/or after school	Maintain a minimum of seven enrichment opportunities for students to participate in before and/or after school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
classes (not including athletics)				
No less than four opportunities will be made available for eligible students to participate in after school sports sponsored by the Nevada County Athletics League	There are four opportunities for girls and four for boys to participate in after school sports programs	There are four opportunities for girls and four for boys to participate in after school sports programs	There are four opportunities for girls and four for boys to participate in after school sports programs	There are four opportunities for girls and four for boys to participate in after school sports programs
6th Grade students will be given the opportunity to participate in an off-campus multi-day Science Camp	6th grade students currently go to Alliance Redwoods environmental camp for five days and four nights	Continue to provide a 6th grade science camp experience the same as or similar to what is listed in baseline	Continue to provide a 6th grade science camp experience the same as or similar to what is listed in baseline	Continue to provide a 6th grade science camp experience the same as or similar to what is listed in baseline
100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.	100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.	100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.	100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.	100% of students will have access to a broad course of study including unduplicated students and students with exceptional needs.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

New Action

2017-18 Actions/Services

Before school enrichment opportunities for those students who cannot afford it, including but not limited to Beginning and Intermediate Band and GATE

2018-19 Actions/Services

Before school enrichment opportunities for those students who cannot afford it, including but not be limited to Beginning and Intermediate Band and GATE

2019-20 Actions/Services

There are no currently plans to offer before school enrichment due to lack of student participation. Previous before school enrichment opportunities such as GATE are being offered during the school day or after school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,967	\$1,975	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	8000-8999	8000-8999	2000-2999: Classified Personnel Salaries

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field will be offered to all academically eligible students regardless of their ability to afford it.

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

Unchanged Action

2018-19 Actions/Services

6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field will be offered to all academically eligible students regardless of their ability to afford it.

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

Unchanged Action

2019-20 Actions/Services

6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field will be offered to all academically eligible students regardless of their ability to afford it.

**Budgeted Expenditures**

Year 2017-18

Amount \$3,710

Source Supplemental

Budget Reference 8000-8999

2018-19

\$3,750

Supplemental

8000-8999

2019-20

\$4,200

Supplemental

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Contract with local vendors to provide meaningful after school enrichment opportunities for all grade levels

Contract with local vendors to provide meaningful after school enrichment opportunities for all grade levels. Purposely seek enrichment with a technology theme.

Contract with local vendors to provide meaningful after school enrichment opportunities for all grade levels. Purposely seek enrichment with a technology theme.

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount 0

Budget Reference IN-KIND-CONTRIBUTION

IN-KIND-CONTRIBUTION

IN-KIND-CONTRIBUTION

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.

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

Unchanged Action

2018-19 Actions/Services

Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.

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

Unchanged Action

2019-20 Actions/Services

Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	0200	0200	0200
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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



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

English Learners  
Foster Youth  
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

After school Homework Club for grades 4-8

2018-19 Actions/Services

After school Homework Club for grades 4-8

2019-20 Actions/Services

After school Homework Club for grades 4-8

**Budgeted Expenditures**

Year 2017-18

Budget Reference See Goal #1, Action #9

2018-19

See Goal #1, Action #9

2019-20

See Goal #1, Action #9

# Goals, Actions, & Services

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

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

## Goal 3

All students will be provided learning and recreational activities in environments in and out of the classroom that are safe and nurturing.

### State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Continue the implementation of positive behavior supports to ensure a safe and nurturing learning environment to maintain very high current satisfaction levels of both parents and students as outlined in feedback from annual state and local surveys.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline			
	2017-18	2018-19	2019-20	
Maintain P2 ADA rates at or above 95%	95%	95%	95%	
Maintain low suspension rates at less than 3%	1%	Less than 2%	Less than 2%	
Decrease detention rates	20 detentions per trimester	18 detentions per trimester	17 detentions per trimester	
Maintain low expulsion rate of no students	No students expelled	No students expelled	No students expelled	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs	All families invited to participate in parent teacher conferences in September	All families invited to participate in parent teacher conferences in September	All families invited to participate in parent teacher conferences in October	All families invited to participate in parent teacher conferences in October
Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8	All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented	All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented	All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented	All students below a 2.0 GPA attend a meeting with their parents, teacher(s), and principal where a plan for academic success is established and implemented
Continue to SARB all families with chronic absenteeism and maintain absentee rate at less than 5%	4.76% chronic absenteeism rate through March of 2016-17	Less than 4.75% chronic absenteeism rate	Less than 4.50% chronic absenteeism rate	Less than 4.50% chronic absenteeism rate
Continue on-going training for teachers in the Nurtured Heart Approach	NH training for Certificated staff six times per year and three times per year for Classified staff	NH training for Certificated staff six times per year and three times per year for Classified staff	NH training for Certificated staff six times per year and three times per year for Classified staff	Responsive Classroom training for Certificated staff six times per year and three times per year for Classified staff
Maintain number of yard duty instructional assistants on the playground and provide them with on-going safety training	A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes	A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes	A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes	A minimum of one yard duty instructional assistant for primary grades and two instructional assistants for middle and upper grade students when more than two classes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain all facilities in good repair	are together at the same time. Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.	are together at the same time. Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.	are together at the same time. Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.	are together at the same time. Annual written safety inspection report of indoor and outdoor school facilities done by the Maintenance Technician. No Williams Acts Complaints.
Maintain a drop-out baseline of less than 2%	0% dropout rate as of early April 2017 N/A	Maintain 0% dropout rate N/A	Maintain 0% dropout rate N/A	Maintain 0% dropout rate N/A
High School dropout and High school graduation data not applicable to our elementary school district	N/A	N/A	N/A	N/A

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

On-going training will be provided all staff in the Nurtured Heart Approach

On-going training will be provided all staff in the Nurtured Heart Approach, and initial and on-going training will be provided all staff in the Responsive Classroom program.

On-going training will be provided to all staff in the Responsive Classroom program.

**Budgeted Expenditures**

Year 2017-18  
Amount 0

2018-19  
0

2019-20  
0

Budget Reference During regularly scheduled staff meetings.

During regularly scheduled staff meetings.

During regularly scheduled staff meetings. See Goal 1, Action 3

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Parents and students will have the opportunity to participate in at least one annual on-line school safety survey

**2018-19 Actions/Services**

Parents and students will have the opportunity to participate in at least one annual on-line school safety survey

**2019-20 Actions/Services**

Parents and students will have the opportunity to participate in at least one annual on-line school safety survey

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$52	\$52	\$75
Source	0000	0000	0000
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action      Unchanged Action      Unchanged Action

2017-18 Actions/Services      2018-19 Actions/Services      2019-20 Actions/Services  
District Safety Committee will review, update, and notify community of any changes to the safety plan      District Safety Committee will review, update, and notify community of any changes to the safety plan.      District Safety Committee will review, update, and notify community of any changes to the safety plan

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$250.00	\$275.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 4**

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

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

OR

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

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

**Actions/Services**

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

Unchanged Action      Unchanged Action      Unchanged Action

2017-18 Actions/Services

Provide on-going training for yard duty safety.

2018-19 Actions/Services

Provide on-going training for yard duty safety.

2019-20 Actions/Services

Provide on-going training for yard duty safety.

**Budgeted Expenditures**

Year 2017-18

Amount \$215

Source 0000

Budget Reference 2000-2999: Classified Personnel Salaries

Year 2018-19

Amount \$226

Source 0000

Budget Reference 2000-2999: Classified Personnel Salaries

Year 2019-20

Amount \$238

Source 0000

Budget Reference 2000-2999: Classified Personnel Salaries

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



Creative attendance incentives will remain in place to encourage improved attendance rates.

Creative attendance incentives will remain in place to encourage improved attendance rates.

Creative attendance incentives will remain in place to encourage improved attendance rates.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$800	\$800	\$800
Source	0157	0157	0157
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain indoor and outdoor facilities to reduce possible safety and/or health issues.

Maintain indoor and outdoor facilities to reduce possible safety and/or health issues. Annual facilities report and playground structure safety reports will be presented to Board in fall.

Maintain indoor and outdoor facilities to reduce possible safety and/or health issues. Annual facilities report and playground structure safety reports will be presented to Board in fall.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$37,000	\$35,000
Source	0000	0000	0000
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$9,300
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$57,418

Percentage to Increase or Improve Services

11.31%

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).

The Chicago Park services noted in the LCAP are available broadly, but are principally directed towards its unduplicated low income, EL, and foster students. Overall, these services are proving effective in meeting the District's goals. Many students who do not fall into the unduplicated category do not need these services and do not avail themselves of these services. The services, therefore are principally directed towards those who need it.

Due to the rural nature and small size of our District, it's our experience that these LEA wide services do primarily reach any vulnerable, unduplicated students and are the most effective, successful use of our supplemental grant funds. Extensive annual stakeholder input, use of research based programs, experience, and continually reviewing results guide our planning and decision making process.

Expenditures at the district level include the following actions/services:

- BTSA – Beginning Teacher Training Program
- Ongoing staff professional development days and creating PLC (professional learning community) time for teachers; add training in the Responsive Classroom Program
- Purchase of formal math and EL student assessment program (Renaissance)
- Purchase of selected online Math and ELA curriculum to enrich classroom learning and support RTI services; add school-wide Reflex Math and school-wide Mystery Science online curriculum
- Maintain a part-time school librarian to assist students and add library books
- Maintain our extended day Kindergarten program to allow for more focused instructional time after the Transitional Kindergarten students are released
- Maintain our 1st thru 5th grade RTI program

- Maintain our extended day Kindergarten program to allow for more focused instructional time after the Transitional Kindergarten students are released
- Maintain our 1st thru 5th grade RTI program
- Purchase 2 additional classroom sets (60) of computers. Each classroom now has their own set of computers.
- Update our 5-year Technology Plan.
- Maintain our part-time Technology Specialist at 5/days per week.
- Continue the after school Homework Club for grades four through eight
- Increase FTE in grades 6-8 to 3.0 FTE to allow for smaller class sizes
- Provide after school enrichment opportunities – GATE, music, sports, Spanish, coding etc.
- Review School Safety Plan
- Student and parent surveys completed
- Upgrade front playground for safety and add chips to all playgrounds for safety
- Additional Responsive Classroom and yard duty trainings were added
- Maintain facilities and update our 5-year Deferred Maintenance plan

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds      Percentage to Increase or Improve Services

\$85,061

9.10%

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).

The Chicago Park services noted in the LCAP are available broadly, but are principally directed towards its unduplicated low income, EL, and foster students. Overall, these services are proving effective in meeting the District's goals. Many students who do not fall into the unduplicated category do not need these services and do not avail themselves of these services. The services, therefore are principally directed towards those who need it.

Due to the rural nature and small size of our District, it's our experience that these LEA wide services do primarily reach any vulnerable, unduplicated students and are the most effective, successful use of our supplemental grant funds. Extensive annual stakeholder input, use of research based programs, experience, and continually reviewing results guide our planning and decision making process.

Expenditures at the district level include the following actions/services:

- BTSA – Beginning Teacher Training Program
- Ongoing staff professional development days and creating PLC (professional learning community) time for teachers; add training in the Responsive Classroom Program
- Purchase of formal math and EL student assessment program (Renaissance)
- Purchase of selected online Math and ELA curriculum to enrich classroom learning and support RTI services; add school-wide Reflex Math and school-wide Mystery Science online curriculums
- Maintain a part-time school librarian to assist students and add library books
- Maintain our extended day Kindergarten program to allow for more focused instructional time after the Transitional Kindergarten students are released
- Maintain our 1st thru 5th grade RTI program
- Purchase 3 additional classroom sets (30) of computers. Each classroom will have their own set of computers.
- Update our 5-year Technology Plan.
- Maintain our part-time Technology Specialist at 5/days per week.
- Continue the after school Homework Club for grades four through eight
- Maintain an additional .4 academy teacher to allow for smaller class sizes
- Provide before and after school enrichment opportunities – GATE, music, sports, Spanish, etc.
- Review School Safety Plan
- Student and parent surveys
- Add Responsive Classroom and yard duty trainings
- Maintain facilities and update our 5-year Deferred Maintenance plan

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$79,533

Percentage to Increase or Improve Services

8.84%

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).

The Chicago Park services noted in the LCAP are available broadly, but are principally directed towards its unduplicated low income, EL, and foster students. Overall, these services are proving effective in meeting the District's goals. Many students who do not fall into the unduplicated category do not need these services and do not avail themselves of these services. The services, therefore are principally directed towards those who need it.

Due to the rural nature and small size of our District, it's our experience that these LEA wide services do primarily reach any vulnerable, unduplicated students and are the most effective, successful use of our supplemental grant funds. Extensive annual stakeholder input, use of research based programs, experience, and continually reviewing results guide our planning and decision making process.

Expenditures at the district level include the following actions/services:

- BTSA – Beginning Teacher Training Program
- Ongoing staff professional development days and creating PLC (professional learning community) time for teachers
- Purchase of formal math and EL student assessment program (Renaissance)
- Purchase of selected online Math and ELA curriculum to enrich classroom learning and support RTI services.
- Maintaining a part-time school librarian to assist students and add library books
- Maintain our extended day Kindergarten program to allow for more focused instructional time after the Transitional Kindergarten students are released
- Maintain our 1st thru 3rd RTI program and expanded to 4th and 5th grade
- Added an additional classroom set (30) of chromebooks
- Updated our 5-year Technology Plan to reach our new goal of a set of computers in each classroom by 18/19
- Expanded our part-time Technology Specialist time from 4/days per week to 5/days per week.
- Continue the after school Homework Club for grades four through eight

- Maintain an additional .4 academy teacher to allow for smaller class sizes
- Provide before and after school enrichment opportunities – GATE, music, sports, etc.; added Spanish classes during the day
- School Safety Plan reviewed, updated, approved
- Student and parent surveys
- Nurtured Heart and yard duty trainings
- Facilities maintained and our 5-year Deferred Maintenance plan updated

## **Addendum**

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

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

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

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

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



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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## **Plan Summary**

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

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

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

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

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

## **Comprehensive Support and Improvement**

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

## New, Modified, Unchanged

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

## **Goal**

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

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

### **Actions/Services**

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

#### **New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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



## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) "High school graduation rate" shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

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

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*