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

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Forestville Union School District (Academy grades 2-6)		
Contact Name and Title	Phyllis Parisi Superintendent	Email and Phone	pparisi@forestvilleusd.org 707.887.9767

2017-20 Plan Summary

THE STORY

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

Forestville School, a rural TK-8 school district, has been recognized twice as a California Distinguished School and twice received California Distinguished School Honorable Mention awards. In the 2006-07 academic year, FUSD district converted grades 4-8 into a charter school, Forestville Academy. The K-3 grades remained as Forestville Elementary school. In 2008- 2009 grade 3 became part of the charter school, and in 2009-2010 grade 2 was added. Although we continue to value all that comes with being a single-school (TK- 8) district, we have indeed converted to two schools-- Forestville Elementary (K-1) and Forestville Academy (Charter school grades 2- 8.) Our staff meetings include all TK-8 teachers; both schools have the same superintendent, parent organization, employee association, and LCAP committee. There is one principal for our students in TK-6 grades and one principal for our students in grades 7-8. The collaboration of both principals contributes to the unification and operation of the school district. We operate philosophically as one school and one district, but we are formally two separate schools. Our enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2015-2016 was 264 students in the Academy and 89 students in the Elementary School. In 2014- 2015 we had 263 students in the Academy and 91 students in the Elementary School.

As a staff, we strive to lead each student to maximize his or her potential by providing carefully planned and appropriately challenging instruction, support for the whole individual, reinforcement of the idea that all students can learn and be successful in school, and respect for individual differences and styles of learning. We strive to provide adequate facilities, which create a safe, and hospitable environment which is conducive to learning for all children, and which incorporates the full involvement of both parental and community resources to help children succeed.

District Vision:
We are a community of life long learners, working together to be educated, productive, kind and responsible citizens.

District Mission:
Forestville Elementary School is committed to equipping our students with the tools they need for academic, personal and social success. We provide opportunities for each student to reach their highest potential by establishing a curriculum that meets or exceeds standards for education; providing supportive programs that develop our children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of our students.

Our Motto:
Scholarship changes me

Friendship changes others
Leadership changes community
Stewardship changes the world

LCAP HIGHLIGHTS

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

The highlight from 2016-17 LCAP was the concentration by staff to focus on three key elements. As a staff we reviewed and collaborated the ten LCAP goals into three focus areas of Attendance, Achievement, and the Social Emotional needs of our students. Our discussions, professional development, and board presentations emphasized these areas. Any staff member when asked could quickly describe strategies being implemented to address one or more of these focus areas.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Forestville Union School District is extremely proud of the articulation and data collection of student achievement. Our focus was for every child to make one year academic growth as measured by common formative assessments. Our attendance rate improved district wide. We partnered with Keeping Kids in School which allowed a liaison to work closely with at risk families. Our foster youth coordinator was able to to track the needs of our homeless and foster students. Targeted intervention was provided to to help close the achievement gap of our EL students and students living in poverty. We have a balanced budget while maintaining a 15% reserve . Our facilities are in excellent condition due to our comprehensive maintenance plan. Our community outreach was aided by the addition of a new marque and updated website.

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

GREATEST NEEDS

The Forestville District comprises of only the Kindergarten and First grades. Our local performance indicator is a composite score of DIBELS and Kindergarten Student Entrance Profile (KSEP) in Kindergarten. DIBELS and Fluency are indicators in First grade.
The Forestville Charter comprises of 2nd through 8th grades. Our local indicators for 2nd grade grade includes the composite and fluency scores from DIBELS. Our assessments in 3rd through 8th grade will comprise of CAASPP scores.
Kindergarten: 34% of all students scored at or above DIBELS benchmarks
58% of all students scored Ready to Learn on the Kindergarten Student Entrance Profile (KSEP) in the Fall of 2016
First Grade: 45% of all students scored at or above DIBELS benchmarks
42% of all students scored 47 wpm or greater on DIBELS fluency
Second Grade: 46% of all students scored at or above DIBELS benchmarks
43% of all students scored 47 wpm or greater on DIBELS fluency

3rd grade   ELA- 48% of students met or exceeded standards
Math- 61% of students met or exceeded standards
4th grade- ELA- 31% of students met or exceeded standards
Math- 19% of students met or exceeded standards
5th grade- ELA- 58% of students met or exceeded standards
Math- 29% of students met or exceeded standards
6th grade- ELA- 45% of students met or exceeded standards
Math- 25% of students met or exceeded standards

Third through Eighth grade CAASPP:
ELA: 53% of all students met or exceeded standards
Math: 30% of all students met or exceeded standards

The LEA needs significant improvement standardizing all local assessments, implementing multiple
measures, and analyzing the data on a regular basis.
Forestville School District is planning to set aside one day per month for all teachers to analyze individual
and group data with an emphasis on closing the achievement gap for our EL and SED students.
Implementation of math and writing assessments will be a priority.

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

PERFORMANCE GAPS

Based on the 2015-2016 CAASPP scores a concentrated effort must be focused on our SED and EL students meeting or exceeding standards in both ELA and Math.
ELA: Percent of students meeting or exceeding standards
All students: 53%
LEP students: 0%
SED students: 38%

Math: Percent of students meeting or exceeding standards
All students: 30%
LEP students: 9%
SED students: 21%

Forestville is building a schedule which includes an intervention block designed to individually address the academic needs of our EL and students in poverty. A bilingual paraprofessional will be included in the intervention block. Teachers will complete a data tracking sheet to help inform their instruction. Monthly data meetings will be scheduled at all grade levels.

INCREASED OR IMPROVED SERVICES

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

The most significant ways Forestville will improve services to our EL and students in poverty include:
Consistent assessments administered at regular intervals
Monthly data tracking and articulation at every grade level
Scheduled intervention blocks with bilingual and paraprofessional support

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,743,391.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,031,499.00

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

Other expenses not included in the LCAP but are necessary for the efficient operation of the school are statutory benefits for staff, utilities, operating expenses, technology upgrades, maintenance, grounds, and custodial services. Services which contribute to the success of students which are not addressed include special education services, legal services, and counseling.

| $2,128,027.00 | Total Projected LCFF Revenues for LCAP Year |

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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

Goal 1	1) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS. The availability of high-quality CCSS and NGSS instructional materials is reviewed and materials are adopted as appropriate.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

<u>ANNUAL MEASURABLE OUTCOMES</u>

EXPECTED	**ACTUAL**
Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) "Skills being taught are aligned to the standards for the grade". Ten percent more teachers (44%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week. Board reports address findings from the review of CCSS and NGSS aligned instructional materials by April 2017.	Classroom observations identify that 66% of teachers are teaching skills aligned to the standards for the grade. Differentiated strategies include chunking information, visual supports, small group instruction, individualized instruction, and modified work. 37%% of our teachers report on the LCAP teacher survey that they implemented strategies which align to the rigor of the CCSS for 80% to 100% of the instructional day. Board reports addressed the review and findings on the availability of CCSS and NGSS instructional materials by April 2018.

<u>ACTIONS / SERVICES</u>

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

Action 1

Actions/Services

PLANNED	ACTUAL
1.1) Assign a Teacher on Special Assignment (TOSA) to serve as an Instructional Coach. This coach works in classrooms to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).	TOSA met with teachers on an as needed basis. Modeled effective teaching strategies, worked with students both with academics and behavior, collaborated with the bilingual para, and guided the continuing implementation of ELD strategies. Teachers in grades K-1 had five touch screen chromebooks to use in small groups. All students engaged in weekly technology lessons. Teachers worked in committee groups addressing, Achievement, Engagement, Technology , and Wellness. Math professional development provided by SCOEs Math expert. Teachers shared project based learning activities to the school board.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries LCFF $8,132	1000-1999: Certificated Personnel Salaries LCFF $3225

Action 2

Actions/Services

PLANNED	ACTUAL
1.2) Paraprofessionals and teachers support the academic and emotional success of students.	Paraprofessionals including classroom support, bilingual assistant, behavior aides, technology instruction, and intervention support were available to all students which supported student's academic and emotional success.

Expenditures

BUDGETED	ESTIMATED ACTUAL
2000-2999: Classified Personnel Salaries LCFF $30,396	2000-2999: Classified Personnel Salaries LCFF $38,423

Action 3

Actions/Services

PLANNED	ACTUAL
1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials, review newly available materials to consider if these materials would be more effective in teaching the CCSS. Purchase supplemental materials as needed to teach CCSS and NGSS. Provide professional development for teachers on implementing CCSS and NGSS.	Lexia reading support (supplemental materials) provided in classroom. K-1 teachers participated in Education and the Environment Initiative (EEI) training (9-6-16, 9-8-16) K/1 teachers collaborated with Science teacher who attended SCOE NGSS workshops SCOE Math coach provided inservice for implementation of Eureka Math and supported peer observations

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999: Services And Other Operating Expenditures LCFF $3150	5000-5999: Services And Other Operating Expenditures LCFF $6250

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.	Teachers utilized instructional materials, coaching, paraprofessional support, and professional development to improve their student's achievement. All actions and services were implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district has effectively achieved the goals of providing instructional materials and coaching to the the teaching staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was an increase in cost due to personnel and professional development.
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.	One change to this goal will be the absence of a TOSA as written in goal 1.1. K-6 principal and staff will be coaching and peer coaching as an ongoing effort to improve collaboration and articulation of goals.

Annual Update   **LCAP Year Reviewed:**   2016-17

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

Goal 2	2) Achievement increases for all students as measured by district benchmark assessments in ELA and math that are aligned to the CCSS and NGSS. Monitor and close any achievement gaps between all students as compared to the following significant subgroups: EL students, Hispanic/Latino students, socio-economically disadvantaged students and students with disabilities. The district comprises of only TK-1 students. There are no statewide assessments. Priority 4 is NA.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance. Metric: Benchmark is at least a 5% increase over 2015/16 mid-year benchmark passage rates for ELA and math.	Analysis was completed on the reliability of local benchmarks and assessments.Benchmarks were not found to be reliable information documenting student achievement. Agreement with the 2-6 teachers include the following end of year assessments. Dibels: Composite score goal 2nd- 238 or above- 46% met or exceeded goal 3rd- 330 or above- 38% met or exceeded goal 4th- 391 or above- 97% met or exceeded goal 5th- 415 or above- 44% met or exceeded goal 6th- 380 or above - 90% met or exceeded goal • Fluency: End of Year 2nd- 87 wpm- 43% met or exceeded goal 3rd- 100 wpm- 51% met or exceeded goal 4th- 115 wpm- 81% met or exceeded goal 5th- 130 wpm- 52% met or exceeded goal 6th- 120 wpm- 90% met or exceeded goal

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
2.1) TOSA works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. TOSA works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. TOSA and teachers monitor student achievement on benchmarks for all students and by subgroups. TOSA works with teachers on instructional strategies for CCSS implementation that address the needs of underperforming subgroups.	The TOSA met with each grade level to review current benchmarks. Together the teachers and TOSA agreed on local benchmarks for ELA, Written language, and Math. Writing prompts and rubrics for expository text were developed and piloted with our EL students. Monthly writing samples were collected into an authentic assessment portfolio. A minimum of one project based learning activity was required. Teachers shared at a board meeting. The TOSA worked with teachers on incorporating instructional strategies such as grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap with our second language learners and students in poverty. The TOSA was an active participant of Forestville Integrated Team (FIT) which identified struggling students and developed goal to address need. The TOSA was often the case manager monitoring accommodations. The TOSA modeled strategies and monitored student achievement data for all students

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental $35,750	1000-1999: Certificated Personnel Salaries Supplemental $25,912

Action **2**

Actions/Services

PLANNED	ACTUAL

2.2) Technology staff provides training to groups of teachers and individual teachers on how to use technology to deliver the instructional program and options for students to use technology to access content and do project based learning.	Monthly appointments with staff were available to teachers regarding: Technology, Student data, and Behavior Art instruction and Music instruction were incorporated to project based learning Technology, Art and Music instruction provided weekly to all students Technology, Art, and Music were integrated throughout curriculum. Google classroom implemented. Project based learning activities focused on technology, art, and music standards embedded within curriculum

Expenditures

BUDGETED 2000-2999: Classified Personnel Salaries LCFF $4,500 1000-1999: Certificated Personnel Salaries LCFF 18,000	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries LCFF $5000 1000-1999: Certificated Personnel Salaries LCFF $63,574

Action 3

Actions/Services

PLANNED 2.3) District will provide eligible students free and reduced breakfast and lunch.	ACTUAL District increased its contribution to the cafeteria program providing lunch for our low income students who were eligible but not participating in the meal program.

Expenditures

BUDGETED 7000-7439: Other Outgo Supplemental $20,000	ESTIMATED ACTUAL 7000-7439: Other Outgo Supplemental $33,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district fully implemented the actions and services toward this goal. Additional multiple measures were agreed upon and will be implemented in 2017-2018.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The TOSA and Instructional technology paraprofessional successfully and effectively coached and monitored the integrated use of technology in the classroom. Project based learning artifacts included technology, art, and music. Each grade level shared student learning at a board meeting.

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The TOSA was reassigned as a full time principal in March which decreased the expenditure. The instructional paraprofessional cost increased due to personnel costs and experience. An increase in salary due to hiring teachers to instruct art and music.The contribution to the cafeteria fund more closely reflects the number of students being served in the charter. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | The overall goal will remain in effect minus the TOSA. This goal will continue as goal 2 in the 2017-18 LCAP. There will be the Implementation of a reliable assessment based on the current standards aligned curriculum. Continue articulation of pacing guide and scope of sequence. Include reading unit tests, KSEP, Lexile levels, Dibels, authentic writing assessments, and fluency as another unit of measure. Teachers will refer to the Digital Library for formative assessment and weekly Implement Lexia. |

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	3) Leveled high quality English-language development is provided for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners. Monitor student progress towards redesignation.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2016-17

Observations by the TOSA show that classroom instruction includes strategies that increase access for English Learners. EL students progress one level per year on the CELDT with the exception of the intermediary level, which will take two years. The EL reclassification (R-FEP) rate is comparable to the county average.

Metric: On the classroom observation survey under English Learners, observations identify 50% of classrooms will demonstrate that "Scaffolding and supporting strategies are apparent" and there are extended and rich opportunities for student-to-student interactions which will enable ELs to access the CCSS and ELD standards for the purpose of gaining knowledge and attaining English proficiency.

On the CELDT, the ELs in 2015/16 each move up a level. The expectation is that students will be at the intermediate level for two years.

The R-FEP rate will increase from 18% in 2015/16 to 19% in 2016/17.

ACTUAL

Observations by the TOSA identified 75% of our teachers were scaffolding and using supportive strategies for our EL students.

74% of our EL students progressed on the CELDT by 2 or 3 levels over a three year time span (2014-2017). 38% of our EL students advanced one level in 2016-2017.

17% Advanced
23% Early Advanced
55% Intermediate
7%   Early Intermediate
2%   Beginning

10% of our EL learners were reclassified as English proficient in 2016-2017.

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	ACTUAL
Actions/Services	3.1) Implement the ELD standards as a consistent classroom practice. Provide ELD professional development through a Teacher on Special Assignment Coach and SCOE provided training. This professional development includes the ELA/ELD Framework. Monitor individual student progress towards reclassification.	ELA/ELD standards were discussed and implemented. TOSA and EL coordinator attended workshops provided by SCOE. All EL students were monitored through observation surveys, CELDT, and local assessments
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	2000-2999: Classified Personnel Salaries Supplemental $7019	2000-2999: Classified Personnel Salaries Supplemental $8030

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 district succeeded in implementing the ELA/ELD standards and monitored student progress through multiple measures. 74% of our EL students progressed on the CELDT by 2 or 3 levels over a three year time span (2014-2017). 38% of our EL students advanced one level in 2016-2017. 17% Advanced 23% Early Advanced 55% Intermediate 7% Early Intermediate 2% Beginning 10% of our EL learners were reclassified as English proficient in 2016-2017.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district effectively provided services and monitored progress of our EL students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district did not need to purchase any additional materials for our EL program.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be continued as Goal 3 in the 2017-2018 LCAP. Additional academic measures will be used to guide teachers in their formative instruction. Monthly meetings will be scheduled for collaboration on student data.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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

Goal 4	4) Students show mastery of the grade level technology skills identified in the District's Technology Plan.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The technology plan is implemented. Equipment to support this plan will be purchased as noted in the plan. This plan sets specific mastery targets by grade level; thus, the percentage of students meeting grade level performance benchmarks can be monitored. The level of technology skills will also be monitored through annually administering the Bright Bytes survey to monitor student perceptions about their technology skills. Teachers' technology skills will be monitored through the annual LCAP teacher survey and through teachers' Bright Bytes survey data. Metric: The percentage of teachers who report that they have the technology they need for the instructional program in their classroom on the LCAP survey will increase from 25% in 2015/16 to 30% in 2016/17. On the Bright Bytes survey (21st Century Learning Report) students are at the proficient level for digital citizenship and online skills.	Upgraded switches, servers, wireless capability, and router. Split the network so the staff and students have independent networks with appropriate content filtering for both. Increased bandwidth to 100 Mbps Added 31 chromebooks to the existing 75 for a total of 106 LCAP survey indicated 40% teachers reported they have technology needed for instructional program Bright Bytes survey indicated that teacher technology skills were exemplary Bright Bytes survey indicated that students were emerging in their digital citizenship skills Bright Bytes survey indicated that students were advanced in their online skills

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	ACTUAL
Actions/Services	4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.	Teachers were provided a scope and sequence of technology standards for each grade level Teachers were provided a list of technology skills students would need for the CAASPP testing The district provided the infrastructure required to implement technology plan The district provided each credentialed teacher a chromebook so they could become proficient in its use for curriculum implementation.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	5800: Professional/Consulting Services And Operating Expenditures LCFF $18,750	5800: Professional/Consulting Services And Operating Expenditures LCFF $22,500

Action 2

	PLANNED	ACTUAL
Actions/Services	4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.	Teachers had the opportunity on a monthly basis to participate in on site professional development, collaborating on web resources, digital library, and digital citizenship lessons. Google classroom was implemented in all classrooms A technology instructor was hired and teachers had the opportunity to work with the instructor at least once per week. Technology staff participated in Renaissance learning training
	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999: Services And Other Operating Expenditures LCFF $3076	5000-5999: Services And Other Operating Expenditures LCFF $1987

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 district exceeded their goals for the implementation of technology.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Building the infrastructure to support the increase use of technology was a highly effective action.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	An increase in personnel cost and offering training within the school day explain the difference in the estimated and actual budget.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be continued and remain as Goal 4 in the 2017-18 LCAP.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 5	5). The school reaches out to the Forestville community to invite their involvement in the school while providing students with opportunities to be involved in community activities and events.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members, and parents with students who have exceptional needs, at the school. Parents need timely access to information on their child's achievement in school. Metric: The number of adults volunteering at the school will be maintained at 408 at grades K-1. Increased efforts to involve parents in school activities will be measured by participation sign in sheets and quarterly newsletters.	Community/Volunteer Involvement - LCAP 2016-17 Areas Served followed by number of volunteers : Library (Stormy), Dental Clinic, and Lunches - 140 Schools of Hope (Early Grade Reading) - 129 Academy volunteers - 209 Total of Volunteers - 478

ACTIONS / SERVICES

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

Action   1

Actions/Services	**PLANNED** 5.1) Survey the community to determine how to work together to address student and community needs/interests.	**ACTUAL** Two surveys were conducted with our parent stakeholder groups. One survey focused on the use of technology and access to the internet and the other focused on the school climate and school community.
Expenditures	**BUDGETED** Cost included in salaries from goal #6 and #10	**ESTIMATED ACTUAL** Cost included in salaries from goal #6 and #10

Action 2

Actions/Services	**PLANNED** 5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.	**ACTUAL** The bilingual liaison was available to our Spanish speaking parents at each of the following events. Back to School BBQ Open House Early Literacy Fair Move a thon Harvest Festival Foundation Meetings Board Meetings Parent Connections LCAP Meetings
Expenditures	**BUDGETED** Cost included in salaries from goal #6 and #10	**ESTIMATED ACTUAL** Cost included in salaries from goal #6 and #10

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.	Many opportunities on a regular basis were offered to encourage parent involvement. Parent Connection: Meeting Dates: 9-7-16, 10-5-16, 11-2-16, 12-1-16, 2-1-17, 3-1-17, 4-5-17, 5-3-17 DELAC: 9-29-16, 1-26-17, 3-30-17 Foundation Meetings: Discussion specifically on LCAP 8-30-16, 2-21-17, 5-16-17 Certificated Staff Meeting: Discussion specifically on LCAP 9-6-16, 1-10-17, 5-9-17 Classified Staff Meeting: Discussion on LCAP 3-7-17

LCAP Meetings: 1-25-17, 2-23-17, 3-30-17, 4-27-17, 5-25-17

Board meetings: 1-19-17, 2-16-17, 3-9-17, 4-20-17, 5-18-17, Public Hearing 6-22-17, LCAP/Budget adoption 6-29-17

Surveys: Delivered to stakeholder groups in March and April 2017

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district offered many opportunities for parent involvement. Campus wide events and volunteer opportunities were very effective while stakeholder meetings were not well attended.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted and actual expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district met this goal and will continue to offer numerous opportunities for parent involvement. The district has worked hard to find a good time for parent interaction and has been frustrated by the lack of participation in stakeholder meetings. We conducted a parent survey hoping for more input. Additional opportunities the district would like to explore include quarterly newsletters, beautification work parties, collaboration with the Forestville Foundation, outreach with a volunteer coordinator, and designating a home room parent to assist in volunteer opportunities. 2016-17 Involvement Process: Parent Connection: Forestville school community meeting the first Wednesday of each month to informally discuss topics of interest and areas for improvement. Topics included: volunteer opportunities, attendance, internet safety, social media, behavior expectations, LCAP process, Middle School Charter, Teen Clinic, K-3 class configurations, 5/6 multi-age classrooms looping in two year cycles Students: Students participated in the Healthy Kids survey, a technology survey, class meetings, directed writing assignments, leadership classes, and student council. DELAC: English learner parents and economically disadvantaged parents are involved in goal setting and decision making Foundation Meetings: Parent group meet once per month to plan schoolwide, activities support enrichment classes, support teachers with projects and field trips. Administration gives the group a monthly update on school issues and activities.

Staff Meetings (Certificated and Classified): Ongoing meetings with staff covering topics of interest and concern. Update on funding formulas and LCAP bi-annually

LCAP Meetings: Meetings regarding the update and goal setting of LCAP. Meetings include members from the classified and certificated staff, community members, parents, and board members. Discussion include updates from staff and DELAC, surveys, CAASPP scores, and local assessment data

Board Meetings: Monthly meetings regarding the governance body. LCAP updates monthly beginning in February 2017.

Surveys: Parent, student and staff survey regarding school climate and curriculum. A second survey was administered to parents, staff, and students specifically regarding technology.

Bargaining Units: Each bargaining unit, both certificated (FTA) and classified (CSEA), were included and consulted in the LCAP process through staff meetings, community meetings, surveys, and LCAP meetings.

Forestville will continue this goal which is Goal #5 in the 2017-18 LCAP.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 6	6) English Learner parents and economically disadvantaged parents are involved in decision- making and in their child's education/school activities.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 9	☐ 2 ☐ 10	☒ 3	☐ 4	☐ 5	☒ 6	☐ 7	☐ 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 25% of EL parents participate in one or more school activities and/or parent meetings.	Spanish speaking parents attended a minimum of two school functions which exceeded a 25% participation rate as documented by sign in sheets and visitor sign in.

ACTIONS / SERVICES

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

Action   1

Actions/Services

PLANNED	ACTUAL
6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically.

Hold annual K-8 Open House and Back-to-School Barbecue.

Continue to offer English classes for parents through EMHS. | EL participation at 3 DELAC meeting averaged a 25% rate. Some of these parents represented more than 1 child. Notes from meeting stated parents feel more involved in decision making. The bi-lingual liaison was crucial to increased involvement of our EL families.
EL participation rate at the Early Literacy Fair was 60%.
EL participation at Back to School Night exceeded 75% as documented by sign in sheets and teacher observation |

	EL participation at Open House was 75% as documented by sign in sheets and teacher observation EL participation at parent conferences was 80% as documented by sign in sheets and teacher observation EL parents of young children (under five) participated in Pasitos, a group supporting early childhood learning, on the Forestville campus English classes were offered to parents every Thursday from 6:00-8:00 PM at El Molino High School in Forestville
Expenditures	**BUDGETED** Cost was included in goal #3	**ESTIMATED ACTUAL** Cost was included in goal #3 $

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 bilingual liaison significantly improved the communication with our EL parents. Our EL parents were involved in decision making, participated in Pasitos, and attended numerous school functions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The bilingual liaison was an effective strategy to encourage EL parent participation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference in funding

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

This goal will remain the same and is Goal #6 in the 2017-18 LCAP

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 7	7). Increase student engagement by improving the attendance rate and decreasing the chronic truancy rate.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Metric: The attendance rate will increase to and be maintained at 96% at grades K-1. The truancy rate will be reduced to 17%.	Attendance rate was 94% school wide The chronic truancy reduced from 18% to 13%.

ACTIONS / SERVICES

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

Action   1

	PLANNED	ACTUAL
Actions/Services	7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.	Automated phone dialing system called parents daily informing them of a student's absence. Parents improved notifying the school of student's absence and turned in verification of appointment forms to the attendance clerk. All independent study contracts were discussed with the parents by the principal before approval.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	2000-2999: Classified Personnel Salaries LCFF $4,067	2000-2999: Classified Personnel Salaries LCFF $13,735

Action 2

Actions/Services

PLANNED	ACTUAL
7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards. Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy. Provide home-to-school transportation.	Recognition assemblies occurred monthly for primary and trimesterly for intermediate. Awards were given for 100% attendance and most improved attendance. An attendance award banner was presented to the class with the highest attendance rate monthly. Local Forestville Pizza donated a pizza party each month to the class with the highest attendance rate. Each teacher also offered an incentive to encourage their individual class to achieve perfect attendance. Keeping Kids in School provided a case worker to reach out to families with chronic absenteeism. The district provided home to school transportation at no charge.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries LCFF $9066	1000-1999: Certificated Personnel Salaries LCFF $8,043

Action 3

Actions/Services

PLANNED	ACTUAL
7.3) Maintain and monitor student data system	Maintained the student information system which allowed us to track attendance and auto call parents.

Expenditures

BUDGETED	ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures LCFF $3750	5000-5999: Services And Other Operating Expenditures LCFF $2087

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 district significantly improved the recognition of good attendance. More work will need to be done to improve the overall attendance rate to 96%. The district will continue to focus on reducing the chronic truancy rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Multiple recognition brought a concentrated focus to the issue of attendance. The district was effective in communicating this as a priority to students and staff.The case manager for Keeping Kids in school was effective in outreach to our families struggling with regular attendance.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference between budgeted and actual costs is attributed to a more accurate division of district (K/1) vs charter funds (grades 2-8).
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will remain the same and is goal #7 in the 2017-18 LCAP

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 8	Reduce office referrals for discipline and reduce bullying incidences. Reduce the suspension rate and maintain a low expulsion rate. Students and staff report a positive learning and working environment.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A safe, productive and positive environment is needed for optimal student learning. Metric: The student suspension rate for grades K-1 will be 0%. There will be a 0% expulsion rate Tk-8. Teacher comments on the LCAP teacher survey (compared year to year) will indicate that positive changes have been made in the school environment for staff (Question 8).	There were 0 suspensions in the the K/1. There was a 12% suspension rate among students in grades 2-8 The LCAP teacher survey indicated appreciation of collaboration time, prep time, class schedule, para time, custodial support, and collegial support.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason	ACTUAL Superintendent served as the foster youth coordinator and homeless liaison. The school psychologist and or school counselor met and counseled with high needs students individually and in small groups.
Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental $5084	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental $45,100

Action **2**

Actions/Services

PLANNED	ACTUAL
8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.	The teachers, paraprofessionals, and administration discussed and implemented a uniform referral process, An action tab was added to the student data system allowing teachers to record incidents and communication. There were five K/1 students or 6% who received a referral for inappropriate school behavior. There were 68 students or 25% of students in grades 2-8 who received a referral. There were 34 suspensions or 12% of grades 2-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Supplemental $9066	1000-1999: Certificated Personnel Salaries Supplemental $35,000

Action **3**

Actions/Services

PLANNED	ACTUAL
8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students. Administration uses focus group input to plan follow-up with staff on school culture. Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff; 2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise and in Middle School Office; and 4) counselor intern working with friendship groups at K-5 and conducting elective 2x per week with 6-8. Implement Toolbox for grades TK-5. Consider professional development on common discipline practices.	Class meetings were held both weekly and monthly in individual classrooms. Quarterly BEST assemblies organized by staff and the leadership team focused on the monthly life skills and being the BEST you can be. A toolbox training was provided on Nov. 1st. Teachers and administrators used the toolbox strategies when working with students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
cost included in goal #10	cost included in goal # 10

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.	This goal was successfully implemented and will be continued. Building a cohesive school climate includes consistent expectations which is implemented through using BEST strategies and Toolbox skills for success.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal has has been effective since referrals and suspensions were decreased schoolwide. Students being referred to the office had to re-evaluate how their actions could have been different and what toolbox tool would they use. The consistency in language from the adults on the playground, in the classroom, and in the office made an effective difference with referrals to the principal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between the budgeted expenditure and actual expenditure indicates a more accurate split between the district (K/1) and the charter grades (2-8). Students in grades 2-8 accounted for almost all the discipline referrals. The school psychologist and or school counselor met with students individually or in small groups. This will be a separate goal for 2017-18.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	An additional goal will be added to include school support groups facilitated by the psychologist or school counselor. This goal will be continued as goal #8 in the 2017-18 LCAP

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 9	Increase the health of our students through regular physical activity.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	All students participated in a physical education program. At least 75% of all students demonstrated good physical condition based on the Healthy Fitness Zones (aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility).

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. Physical education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.	The physical education teacher monitored student performance based on the healthy fitness zones in each PE unit

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries LCFF $67,483	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF $30,000 2000-2999: Classified Personnel Salaries LCFF $16,784

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.	Physical education was increased at every grade level by adding a dance/movement class one time per week. The implementation was successful.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal was effective and proved to be consistent with the results of the fitness tests given at grades 5 and 7 (76% of students in grades 5 and 7 scored proficient in 4 out of 6 zones).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budgeted expenditures and actual expenditures reflect changing the 7/8 PE certificated instructor to a classified instructor.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be continued and is goal #9 of the 2017-18 LCAP

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 10	Maintain existing practices for: 1) Hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) Completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Providing every student with standards-aligned instructional materials (EC 60119); and 4) Continuing to provide all students, including unduplicated students and students with exceptional needs with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Please note: API, UC/CSU a-g completion, AP exams, EAP exams are not applicable. Also, not applicable are the Middle School/High School dropout rate and High School graduation rate

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions. The FIT score is at least 90 out of 100. All students have standards-aligned instructional materials using the Williams definition. All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code).	100% of teachers were fully qualified and appropriately assigned for their credentials based on the NCLB definition. The FIT score was a score of 97 out of 100 possible points All students had standards- aligned instructional materials using the Williams definition. All students including duplicated students and students with exceptional needs had access to and are enrolled in all required areas of study (as per Education Code)

ACTIONS / SERVICES

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

Action   1

Actions/Services	**PLANNED** 10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The	**ACTUAL** 100% of teachers were fully qualified and appropriately assigned for their credentials based on the NCLB definition.

District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries LCFF $1,119,952	1000-1999: Certificated Personnel Salaries LCFF $839,901

Action 2

Actions/Services

PLANNED	ACTUAL
10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition. Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria. Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.	Maintained facilities in accordance with the preventative maintenance plan and made repairs or replaced equipment as needed to maintain facilities in good condition. Completed the Prop 39 expenditure plan

Expenditures

BUDGETED	ESTIMATED ACTUAL
2000-2999: Classified Personnel Salaries LCFF $10,453	2000-2999: Classified Personnel Salaries LCFF $27,181

Action 3

Actions/Services

PLANNED	ACTUAL
10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.	Purchased standards aligned materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
4000-4999: Books And Supplies LCFF $10,250	4000-4999: Books And Supplies LCFF $165

Action 4

Actions/Services

PLANNED	ACTUAL
10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.	Created student schedules to ensure all students, including unduplicated students and students with exceptional needs, will have access to and are enrolled in all areas of study.

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries LCFF $9,066	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF $8,043

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 district fully implemented this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district effectively met this goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference in 10.1 was due to the hiring of new teachers and the retirement of veteran teachers. The difference in the expenditure for 10.2 indicates a more accurate split between the district (Tk-1) and the charter (grades 2-8)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal will remain and will be goal #10 of the 2017-2018 LCAP.

<u>Stakeholder Engagement</u>

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parent Connection: Forestville school community meeting the first Wednesday of each month to informally discuss topics of interest and areas for improvement. Topics included: volunteer opportunities, internet safety, social media, behavior expectations, LCAP process, Middle School Charter, Teen Clinic, K-3 class configurations, 5/6 multi-age classrooms looping in two year cycles.

DELAC: English learner parents and economically disadvantaged parents are involved in goal setting and decision making

Foundation Meetings: Parent group meets once per month to plan activities schoolwide, support enrichment classes, and support teachers with projects. Administration gives the group a monthly update on school issues and activities.

Staff Meetings (Certificated and Classified): Ongoing meetings with staff covering topics of interest and concern. Update on funding formulas and LCAP bi-annually

LCAP Meetings: Meetings regarding the update and goal setting of LCAP. Meetings include members from the classified and certificated staff, community members, parents, and board members. Discussion included updates from staff and DELAC, surveys, CAASPP scores, local assessments data

Board Meetings: Monthly meetings regarding the governance body. LCAP updates monthly beginning in January 2017.

Surveys: Parent, student and staff survey regarding school climate
and curriculum. A second survey was administered to parents, staff, and students specifically regarding technology.

Student Forums: Participated in Healthy Kids survey, Technology survey, writing assignment focusing on areas of things going well and things to be improved

Bargaining Units: Each bargaining unit, both certificated (FTA) and classified (CSEA), were included and consulted in the LCAP process through staff meetings, community meetings, surveys, and LCAP meetings.

Parent Connection: Meeting Dates: 9-7-16, 10-5-16, 11-2-16, 12-1-16,
2-1-17, 3-1-17, 4-5-17, 5-3-17

DELAC: 9-29-16, 1-26-17, 3-30-17

Foundation Meetings: Discussion specifically on LCAP 8-30-16, 2-21-17, 5-16-17

Certificated Staff Meeting: Discussion specifically on LCAP 9-6-16, 1-10-17, 5-9-17

Classified Staff Meeting: Discussion on LCAP 3-7-17

LCAP Meetings: 1-25-17, 2-23-17, 3-30-17, 4-27-17, 5-25-17

Board meetings: 1-19-17, 2-16-17, 3-9-17, 4-20-17, 5-18-17, Public Hearing 6-22-17, LCAP/Budget adoption 6-29-17

Surveys: Delivered to stakeholder groups in March and April 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

The District Advisory Committee/LCAP (DAC) -Jan. 2017- The primary group of stakeholders involved in reviewing data and completing the annual update. The DAC has parent, teacher, classified and administrative members. The Bilingual Liaison is a member of DAC and conveys feedback between the DELAC and Spanish-speaking parents to ensure input to DAC. The DELAC met concurrent to DAC to give input on the annual update. Once the process expectations were clarified at the county level, the DAC began meeting monthly and the focus of these meetings was on reviewing data related to the
current year LCAP goals and the status of implementing LCAP strategies. Based on this outcome data, the DAC identified what to do differently for the next three years. This was recorded on an input form for wider communication and input.

District Advisory Committee (DAC)/LCAP Advisory Committee- March. 2017- Review the changes to the LCAP process. Review the matrix to show how the Strategic Directions, key strategies, LCAP required
goals and LCAP required measures fit together. Review the status of progress on implementing the LCAP year-to-date as a means to evaluate what worked and should be changed for the 3-year update.
Review the parent survey and suggest how to increase response rate.

Teachers - Mar/Apr 2017 - Participated in survey, gave input on annual goals

Parents- Mar/April 2017 - Parent survey on questions related to the LCAP and technology

Parents- April/May Foundation meeting discussing the multiple ways we get parent input. 3 monthly meetings scheduled for parent convenience in the morning, afternoon, and evening. Reviewed four goals for achievement, engagement/attendance, school climate, and community outreach

DAC/LCAP Advisory Committee -April 2017 - Review LCAP data and new dashboard report
1) Williams Reporting on the availability of curriculum materials
2) Updated FIT report ;
3) Parent Portal- Access will include 4-6 grades
4) Percentage of teachers who are highly qualified
5) Review of student schedules to ensure that all students have full access to all required areas of study
6) Student attendance rate and truancy rate year-to-date
Review the parent survey findings. Data on implementation in 2015/16 is the basis for developing the new 3-year plan.
Suggestions from meetings, surveys, and student forums, were used to revise LCAP goals.

Teachers- April 2017: Teachers respond to a technology and staff survey.
Teachers: May 2017: Reviewed executive summary of LCAP and discussed continued area of need

DAC/LCAP Advisory Committee - May 2017 Review LCAP documents and make adjustments to proposed goals

Parents- Foundation Meeting- May 2017 - Review proposed LCAP

Board Meeting: Public hearing- 6-22-17- Present the LCAP for comment.
Board Meeting: LCAP/Budget adoption 6-29-17

The goals have been edited to reflect the input of the DELAC and DAC committee meetings. The DAC/LCAP Advisory Committee has a central role in the annual LCAP development, monitoring of implementation, assessing the impact of implementation and recommending changes to the LCAP for the following year based on data and the input of all groups including DELAC, parents, community members, teachers, classified staff and students. The DAC monitors the LCAP using an action plan, which is checked off as tasks are completed. This process provides accountability for LCAP implementation and a mid-course corrections mechanism to ensure that progress is made on the goals and in the key strategies identified in the LCAP.

The parent survey results are reviewed by DAC.

The review identifies that areas of need are student attendance, closing the acheivement gap, and digital citizenship. New strategies added this year need to continue. The response rate on the parent survey was only 10% of the student population. On the whole, the responses are positive. We would want to see the quality of the school program as one of the primary reasons parents chose to have their child attend the school.

Presented copy of LCAP summary in report to the Board. There were no edits recommended.

Presented copy of LCAP summary to the Foundation. There were no edits recommended.

Students were engaged in the process of the forum to give input on academic, social cultural, and environmental elements of the school through surveys, class discussions, and writing assignments.

Parents value the arts program especially drama program

Teacher input on technology identifies that a differentiated professional development plan is needed. Many teachers are interested in increased use of technology in the classroom. Teachers expressed the concern of the growing social emotional needs of our students

Parents liked the addition of the Bilingual Liaison position they would like to see the position expanded. Consider the best time of day for meetings.

LCAP mentioned in the Second Interim Report from SCOE There were no public comments about LCAP changes.
Additional work is needed on student preparation for benchmarks and refining the benchmarks. Student performance is below expectation

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	1) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS. The availability of high-quality CCSS and NGSS instructional materials is reviewed and materials are adopted as appropriate.

State and/or Local Priorities Addressed by this goal:

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

Identified Need | All students need a high quality and engaging instructional program to master the CCSS.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: Classroom observations identify that for 75% of teachers "Skills being taught are aligned to the standards for the grade".	2014-15: 75% of teachers aligned instruction with common core standards in ELA and Math 2015-16: 60% of teachers aligned instruction with common core standards in ELA and Math 2016-17: 70% of teachers aligned instruction with common core standards in ELA and Math	Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) "Skills being taught are aligned to the standards for the grade". Ten percent more teachers (or 44%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week.	Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) "Skills being taught are aligned to the standards for the grade". Ten percent more teachers (or 54%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week.	Observations of student learning in classrooms show that students are engaged in learning CCSS. Teachers report that they are implementing CCSS and strategies to differentiate learning for students. Classroom instructional materials are aligned with CCSS and NGSS. Metrics: Classroom observations identify that for 10% more teachers (than the prior year) "Skills being taught are aligned to the standards for the grade". Ten percent more teachers (or 64%) respond that they taught to the rigor of the CCSS for 80% to 100% of the instructional day in the last week.
LCAP teacher survey 75% of teachers self report that they	2014-15: 34% of teachers report that they taught to the rigor of the CCSS in ELA and Math, for 80% to 100% of the instructional	Teachers report that they are implementing CCSS and strategies to differentiate learning for students in ELA and	Teachers report that they are implementing CCSS and strategies to differentiate learning for students in ELA and	Teachers report that they are implementing CCSS and strategies to differentiate learning for students in ELA and

taught to the rigor of the CCSS for 80%-100% of the instructional day.	day In the last week. 2015-16: 40% of teachers report that they taught to the rigor of the CCSS in ELA and Math, for 80% to 100% of the instructional day In the last week. 2016-17: 40% of teachers report that they taught to the rigor of the CCSS in ELA and Math, for 80% to 100% of the instructional day In the last week.	Math. Classroom instructional materials are aligned with CCSS and NGSS.	Math. Classroom instructional materials are aligned with CCSS and NGSS.	Math. Classroom instructional materials are aligned with CCSS and NGSS.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

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

1.1 The K-6 principal is available to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).

1.1) The K-6 principal is available to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).

1.1) The K-6 principal is available to do model lessons, co-teach, and assist teachers with planning to increase ELD, rigor and active student engagement (more small group work, more project based learning, increased use of technology and more differentiation to address the needs of individual students).

BUDGETED EXPENDITURES

2017-18

Amount	$8,018
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	$8,018
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	$8,018
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18
☐ New   ☐ Modified   ☒ Unchanged

2018-19
☐ New   ☐ Modified   ☒ Unchanged

2019-20
☐ New   ☐ Modified   ☒ Unchanged

1.2) Paraprofessionals and teachers support the academic and emotional success of students.	1.2) Paraprofessionals and teachers support the academic and emotional success of students.	1.2) Paraprofessionals and teachers support the academic and emotional success of students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$38,250	Amount	$38,250	Amount	$38,250
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action   **3**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

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

1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials and coaching, the district will provide BTSA to help new teachers implement common core standards

1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials and coaching, the district will provide BTSA to help new teachers implement common core standards

1.3) Based on recommendations from SCOE on the availability of high quality CCSS aligned instructional materials and coaching, the district will provide BTSA to help new teachers implement common core standards

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$10,125	Amount	$10,125	Amount	$10,125
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 2	2) Achievement increases for all students as measured by district benchmark assessments in ELA and math that are aligned to the CCSS and NGSS. Monitor and close any achievement gaps between all students as compared to the following significant subgroups: EL students, Hispanic/Latino students, socio-economically disadvantaged students and students with disabilities. The district comprises of only TK-1 students. There are no statewide assessments. Priority 4 is NA.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

All students and significant subgroups need to master the CCSS and NGSS to be ready for high school and later for college/career. Statewide assessments are not available for Tk-2 students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Benchmark assessments will be at least a 10% increase until 80% passage rate over 2015/16 end of year benchmark for ELA and Math.	2015-16 benchmark were an ELA passage rate of: 36% at K and 59% at 1st grade. Math passage rate 72% at K and 73% at 1st.	Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Benchmark assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
ELA: End of year Dibels composite score 2nd-238 3rd- 330 4th-391 5th-415 6th-380	Baseline 2015-16 2nd-46% 3rd- 38% 4th- 97% 5th- 44% 6th- 90%	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.

ELA: Fluency based on Dibels assessment 2nd- 87 wpm 3rd- 100 wpm 4th- 115 wpm 5th- 130 wpm 6th	Baseline 2015-16 2nd- 43% 3rd- 51% 4th- 81% 5th- 52% 6th- 90%	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Dibels assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
ELA: End of year Lexile Level 2nd- 450 3rd- 800 4th- 900 5th- 1000 6th- 1050	Baseline will be first assessment 2017-18	STAR reading assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	STAR reading assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	STAR reading assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
ELA: Writing Prompt expository text score 3 on rubric	Baseline will be first assessment in 2017-18	Writing assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Writing assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Writing assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
Math Fluency: score of 3 on rubric	Baseline will be first assessment 2017-18	Math Fluency assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Math Fluency assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	Math Fluency assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
Math: End of year score grade equivalency	Baseline will be first assessment 2017-18	STAR math assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	STAR math assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.	STAR math assessments are given three times per year. Improvement targets will be set based on performance on the first benchmark and prior year performance.
CAASPP ELA scores % met or exceeded	Baseline is 2014-2015 CAASPP scores 3rd-45% 4th- 66% 5th-48% 6th- 44% Overall- 46%	CAASPP summative assessment	CAASPP summative assessment	CAASPP summative assessment

CAASPP Math scores % met or exceeded	Baseline is 2014-2015 CAASPP scores 3rd- 43% 4th- 52% 5th- 36% 6th- 24% Overall- 36%	CAASPP summative assessment	CAASPP summative assessment	CAASPP summative assessment

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1) K-6 principal works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. The principal	2.1) K-6 principal works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. The principal	2.1) K-6 principal works with SCOE and teachers to identify benchmarks to monitor student performance and progress on the CCSS in ELA and math. The principal

works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. The K-6 principal and teachers monitor student achievement on benchmarks for all students and by subgroups. The principal works with teachers on instructional strategies for CCSS implementation that address the needs of under-performing subgroups.

works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. The K-6 principal and teachers monitor student achievement on benchmarks for all students and by subgroups. The principal works with teachers on instructional strategies for CCSS implementation that address the needs of under-performing subgroups.

works with teachers on instructional strategies such as ELD, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. The K-6 principal and teachers monitor student achievement on benchmarks for all students and by subgroups. The principal works with teachers on instructional strategies for CCSS implementation that address the needs of under-performing subgroups.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,758	Amount	$11,758	Amount	$11,758
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.2) Technology, Art, and Music staff provides opportunities to individual and groups of teachers and instructs students on how to incorporate technology, music, and art across content areas to reinforce project based learning.	2.2) Technology, Art, and Music staff provides opportunities to individual and groups of teachers and instructs students on how to incorporate technology, music, and art across content areas to reinforce project based learning.	2.2) Technology, Art, and Music staff provides opportunities to individual and groups of teachers and instructs students on how to incorporate technology, music, and art across content areas to reinforce project based learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8500	Amount	$8500	Amount	$8500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$67,040	Amount	$67,040	Amount	$67,040
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]
Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.3) District will provide eligible students free and reduced breakfast and lunch.	2.3) District will provide eligible students free and reduced breakfast and lunch.	2.3) District will provide eligible students free and reduced breakfast and lunch.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 3	3) Leveled high quality English-language development is provided for English Learners in ELD classes/groups. All teachers use ELD standards and instructional strategies that increase access to content for English Learners. Monitor student progress towards redesignation.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need:

English Learners need high quality English Language Development instruction to accelerate their English language acquisition. These students need instruction delivered throughout the school day that supports their accessing English and the content being taught. Students need to develop their English language proficiency to have the skills to progress one level on the CELDT test, with the exception of the intermediate level, which is expected to take two years.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Using the state EL assessment (CELDT) 80% of our students will score Intermediate or above.	Baseline year 2014-2015 73% of all EL students scored intermediate or above	English Learners need high quality English Language Development instruction to accelerate their English language acquisition. These students need instruction delivered throughout the school day that supports their accessing English and the content being taught. Students need to develop their English language proficiency to have the skills to progress one level on the CELDT test, with the	English Learners need high quality English Language Development instruction to accelerate their English language acquisition. These students need instruction delivered throughout the school day that supports their accessing English and the content being taught. Students need to develop their English language proficiency to have the skills to progress one level on the CELDT test, with the	English Learners need high quality English Language Development instruction to accelerate their English language acquisition. These students need instruction delivered throughout the school day that supports their accessing English and the content being taught. Students need to develop their English language proficiency to have the skills to progress one level on the CELDT test, with the

		exception of the intermediate level, which is expected to take two years.	exception of the intermediate level, which is expected to take two years.	exception of the intermediate level, which is expected to take two years.
EL Reclassification Rate shall be 10% or greater of our second language learners	2016-17 10% reclassified	Reclassified EL students will meet the local assessed measurements and continue to be monitored for 2 years	Reclassified EL students will meet the local assessed measurements and continue to be monitored for 2 years	Reclassified EL students will meet the local assessed measurements and continue to be monitored for 2 years
Using the Observation Checklist of Skills 80% of our EL students will score a level 4 (early advanced), or 5 (advanced)	2016-2017 2nd- 50% 3rd- 57% 4th- 40% 5th- 80% 6th- 0%	Using an Observation Checklist of Skills, EL students will demonstrate grade level proficiency	Using an Observation Checklist of Skills, EL students will demonstrate grade level proficiency	Using an Observation Checklist of Skills, EL students will demonstrate grade level proficiency
25% of our 3rd-6th grade EL students will meet or exceed standards in ELA on the CAASPP	2015-2016 0% of our EL learners met or exceeded the ELA standards on the CAASPP	EL students will meet or exceed the ELA standards on the CAASPP	EL students will meet or exceed the ELA standards on the CAASPP	EL students will meet or exceed the ELA standards on the CAASPP

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]	
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.1) Provide ELD materials including Rosetta Stone.	3.1)Provide ELD materials including Rosetta Stone.	3.1) Provide ELD materials including Rosetta Stone.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,625	Amount	$1,625	Amount	$1,625
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.2 Implement the ELD standards as a consistent classroom practice with paraprofessional support. Monitor individual student progress towards reclassification.	3.2 Implement the ELD standards as a consistent classroom practice with paraprofessional support. Monitor individual student progress towards reclassification.	3.2 Implement the ELD standards as a consistent classroom practice with paraprofessional support. Monitor individual student progress towards reclassification.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$9,111	Amount	$9,111	Amount	$9,111
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 4	4) Students show mastery of the grade level technology skills identified by the district's technology plan.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	Students need 21st century technology skills to be prepared for 21st century learning and mastery of CCSS and NGSS.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Using the Bright Bytes survey teachers will report they have the needed technological skills needed to support their instructional program as proficient or advanced	2014-2015 Bright Bytes survey 2014-2015 Bright Byte survey of teachers reported having the technological skills needed for their instructional program as advanced	The level of technology skills of teachers will be monitored through annually administering the Bright Bytes survey.	The level of technology skills of teachers will be monitored through annually administering the Bright Bytes survey.	The level of technology skills of teachers will be monitored through annually administering the Bright Bytes survey.
Using the Bright Bytes survey teachers will report they have the needed technology to support their instructional program as proficient or advanced	2014-2015 Bright Byte survey of teachers reported having the needed technology for their instructional program as proficient	The level of technology needed to support the instructional program will be monitored through annually administering the Bright Bytes survey.	The level of technology needed to support the instructional program will be monitored through annually administering the Bright Bytes survey.	The level of technology needed to support the instructional program will be monitored through annually administering the Bright Bytes survey.
Using the Bright Bytes survey students will be proficient or advanced in their digital citizenship skills	2014-2015 Bright Bytes survey of students indicated an emerging level on their digital citizenship	The level of student's digital citizenship skills will be monitored through annually administering the Bright Bytes survey.	The level of student's digital citizenship skills will be monitored through annually administering the Bright Bytes survey.	The level of student's digital citizenship skills will be monitored through annually administering the Bright Bytes survey.
Using the Bright Bytes survey students will be proficient or	2014-2015 Bright Bytes survey of students indicated a proficient level in their technological skills	The level of student's technology skills will be monitored through annually	The level of student's technology skills will be monitored through annually	The level of student's technology skills will be monitored through annually

| advanced in their technological skills | | administering the Bright Bytes survey. | administering the Bright Bytes survey. | administering the Bright Bytes survey. |

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.	4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.	4.1) The District implements a technology plan that articulates student technology skills as a sequence. This sequence is aligned with the technology skills needed for the state CCSS assessment. The technology plan also identifies any additional technology needed to implement the technology plan with a schedule for purchasing this equipment and scheduled replacement of technology.

BUDGETED EXPENDITURES

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

Amount	$18,750	Amount	$18,750	Amount	$18,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.	4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.	4.2) Teachers participate in differentiated professional development on technology resources and how to use these resources to increase student engagement (e.g. Googledocs) and bring technology resources and information into the classroom.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$750		Amount	$750		Amount	$750
Source	LCFF		Source	LCFF		Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		Budget Reference	5000-5999: Services And Other Operating Expenditures		Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 5	5). The school reaches out to the Forestville community to invite their involvement in the school while providing students with opportunities to be involved in community activities and events.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Schools and communities both benefit from working together. Students are better prepared for citizenship by being involved in and contributing to their community. There are community members whose participation in the school would contribute to students' education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: The number of adults volunteering at the school will be maintained or exceed 600 participants as measured through a sign in sheet in the office and at school events	2015/16 408 volunteers K/1 700 volunteers at grades 2-8	Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members, and parents with students who have exceptional needs, at the school. Parents need timely access to information on their child's achievement in school.	Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members, and parents with students who have exceptional needs, at the school. Parents need timely access to information on their child's achievement in school.	Activities and/or assignments will be planned to increase student participation and contribution in community groups, activities and events. Using feedback from the community survey and based on participant feedback and participation rates, the three activities and/or programs that involved community members in the school would either be developed and/or replaced. There would be a continuing focus on including Spanish-speaking community members, and parents with students who have exceptional needs, at the school. Parents need timely access to information on their child's achievement in school.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.1) Survey the community to determine how to work together to address student and community needs/interests.	5.1) Survey the community to determine how to work together to address student and community needs/interests.	5.1) Survey the community to determine how to work together to address student and community needs/interests.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference	Budget Reference	Budget Reference

Cost included in salaries from goal #6 and #10	Cost included in salaries from goal #6 and #10	Cost included in salaries from goal #6 and #10

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.	5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.	5.2) Develop community involvement activities with assistance from the bilingual Parent Liaison. These activities would include students being out in the community and the community being involved in the school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Cost included in salaries from goal #6 and #10	Budget Reference	Cost included in salaries from goal #6 and #10	Budget Reference	Cost included in salaries from goal #6 and #10

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 6	6) English Learner parents and economically disadvantaged parents are involved in decision- making and in their child's education/school activities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students benefit when their parents are actively involved in their education. The school needs to reach out to parents with limited English proficiency and low-income parents to support their involvement in their child's education and in the school which fosters a connection to the school. Parents need timely access to information on their child's achievement in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Sign-in sheets show least that at least 20% of EL parents participate in one or more school activities and/or parent meetings.	2014/15 20% of EL parents participated in one or more school activities.	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 25% of EL parents participate in one or more school activities and/or parent meetings.	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 25% of EL parents participate in one or more school activities and/or parent meetings.	Sign-in sheets show that Spanish-speaking parents are in contact with the Bilingual Liaison and/or are attending parent events/meetings. Metric: Sign-in sheets show least that at least 25% of EL parents participate in one or more school activities and/or parent meetings.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically. Hold annual K-6 Open House and Back-to-School Barbecue. Continue to offer English classes for parents through EMHS.	6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically. Hold annual K-6 Open House and Back-to-School Barbecue. Continue to offer English classes for parents through EMHS.	6.1) Parent liaison continues to work with parents to increase their involvement in decision-making and involve them in the school. The parent liaison seeks to increase the involvement of parents who have not been involved in the school historically. Hold annual K-6 Open House and Back-to-School Barbecue. Continue to offer English classes for parents through EMHS.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5906	Amount	$5906	Amount	$5906
Source	Federal Funds	Source	Federal Funds	Source	Federal Funds

| Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 7	7). Increase student engagement by improving the attendance rate and decreasing the chronic truancy rate.

State and/or Local Priorities Addressed by this goal:

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

Identified Need | Students need to attend school regularly to master CCSS and to be prepared with 21st century skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
96% attendance rate target,	2015-16, The attendance rate was 94% 2016-17 The attendance rate was 94%	The attendance rate will increase to and be maintained at 96%.	The attendance rate will increase to and be maintained at 96%.	The attendance rate will increase to and be maintained at 96%.
17% chronic truancy rate target.	2015-16 the chronic truancy rate was 18% 2016-17 the chronic truancy rate was 13%	The truancy rate will be reduced to 17% and then maintained or improved.	The truancy rate will be reduced to 17% and then maintained or improved.	The truancy rate will be reduced to 17% and then maintained or improved.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.	7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.	7.1) Continue a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes. Strongly encourage parents to get their child to school on time.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,256	Amount	$19,256	Amount	$19,256
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards. Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.	7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards. Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.	7.2) Recognize students for attendance and consistently getting to school on time. Continue attendance awards. Continue the Keeping Kids in School Grant. Through this grant there is a case manager from the County Probation Department who works with a family when a student has chronic truancy.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4009	Amount	$4009	Amount	$4009
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 3

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7.3) Maintain and monitor student data system	7.3) Maintain and monitor student data system	7.3) Maintain and monitor student data system

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,048	Amount	$2,048	Amount	$2,048
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **4**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
7.4 Provide home-to-school transportation for foster youth	7.4 Provide home-to-school transportation for foster youth	7.4 Provide home-to-school transportation for foster youth

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$4500	Amount	$4500	Amount	$4500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 8	Reduce office referrals for discipline and reduce bullying incidences. Reduce the suspension rate and maintain a low expulsion rate. Students and staff report a positive learning and working environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need   A safe, productive and positive environment is needed for optimal student learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The student suspension rate for grades K-1 will be 0%	2014-2015-The student suspension rate was 0%	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.
The student suspension rate for grades 2-6 will not exceed 15%.	2014-15- 12% suspension rate (grades 2-8) 2015-16- 19% suspension rate (grades 2-8) 2016-17- 12% suspension rate (grades 2-8)	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.
There will be a 0% expulsion rate Tk-6.	2014-15- 0% 2015-16- 0% 2016-17- 0%	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.
Student referrals recorded in schoolwise will decrease by 10% annually in grades 2-6	2014-15- 265 referrals 2015-16- 381 referrals 2016-17- 141 referrals	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.	A safe, productive and positive environment is needed for optimal student learning.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All	☐ Students with Disabilities	☒ [Specific Student Group(s)] Homeless
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason	8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason	8.1) Superintendent will serve as Foster Youth Coordinator and Homeless Liason

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4800	Amount	$4800	Amount	$4800
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 2

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.	8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.	8.2) School administration works with teachers to consistently implement a progressive discipline plan with clear expectations and consequences. The number of office discipline referrals is monitored.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $47,250	Amount $47,250	Amount $47,250
Source Supplemental	Source Supplemental	Source Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students. Administration uses focus group input to plan follow-up with staff on school culture. Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff;	.8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students. Administration uses focus group input to plan follow-up with staff on school culture. Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff;	8.3) Continue school wide practices such as class meetings and/or School Ambassadors to consistently address interpersonal communication and conflict resolution among students. Administration uses focus group input to plan follow-up with staff on school culture. Continue the Building Effective Schools Together (BEST) program school wide to address bullying. Hold BEST assemblies at the end of each quarter. Continue: 1) behavior monitoring sheets for yard duty and staff;

2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise 4) Counselor or psych intern working with friendship groups at K-6 Implement Toolbox for grades TK-6. Consider professional development on common discipline practices.	2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise 4) Counselor or psych intern working with friendship groups at K-6 Implement Toolbox for grades TK-6. Consider professional development on common discipline practices.	2) Citations used school wide; 3) Communication with parents and office referrals documented in Schoolwise 4) Counselor or psych intern working with friendship groups at K-6 Implement Toolbox for grades TK-6. Consider professional development on common discipline practices.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference — cost included in goal #8.	Budget Reference — cost included in goal #8	Budget Reference — cost included in goal #8

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

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

8.4 School psychologist (or psych intern) will work with students individually or in small groups

8.4 School psychologist (or psych intern) will work with students individually or in small groups

8.4 School psychologist (or psych intern) will work with students individually or in small groups

BUDGETED EXPENDITURES

2017-18

Amount	$46,250
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	$46,250
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	$46,250
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 9	Increase the health of our students through regular physical activity.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Students need to be physically fit for optimal learning. At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	2015-16: 80% of students demonstrated competency in the HZF measures: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	Students need to be physically fit for optimal learning. At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	Students need to be physically fit for optimal learning. At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.	Students need to be physically fit for optimal learning. At least 75% of students meet each of the HFZ measures on the CA Fitness Test. The measures are: aerobic capacity, body composition, abdominal strength, trunk strength extension, upper body strength and flexibility.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. General education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.	9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. General education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.	9.1) During physical education, students at all grade levels will have physical fitness that prepares them to be fit on the HFZ physical fitness measures. General education teachers will focus on any physical fitness areas where less than 75% of students are fit based on the HFZ measures. The physical education teacher will monitor student performance on the six physical fitness measures at all grade levels throughout the year.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$22,547	Amount	$22,547	Amount	$22,547
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 10	Maintain existing practices for: 1) Hiring teachers and monitoring credentials/assignments to ensure highly qualified teachers; 2) Completing an annual FIT report and making facility improvements so all facilities are in good condition (90% or above); 3) Providing every student with standards-aligned instructional materials (EC 60119); and 4) Continuing to provide all students, including unduplicated students and students with exceptional needs with access to and enrollment in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220). Please note: API, UC/CSU a-g completion, AP exams, EAP exams are not applicable. Also, not applicable are the Middle School/High School dropout rate and High School graduation rate

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need highly trained teachers, appropriate facilities for learning, standards-aligned instructional materials and access and enrollment in all required areas of study.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: 100% of teachers are fully qualified and appropriately assigned for their credentials based on the NCLB definitions..	2015-16: In FUSD, all teachers meet the NCLB definitions for fully qualified and all teachers are credentialed for the subjects taught.	100% of teachers will continue to be highly qualified	100% of teachers will continue to be highly qualified	100% of teachers will continue to be highly qualified
The FIT score is at least 90 out of 100	2015-16 The FIT identified a score of 97 out of 100.	Facilities maintained in "good repair" category on FIT	Facilities maintained in "good repair" category on FIT	Facilities maintained in "good repair" category on FIT

All students have standards-aligned instructional materials using the Williams definition.	2015-16 The Williams reporting finds that all students have standards-aligned instructional materials consistent with education code.	Every student will be provided with standards-aligned instructional materials (EC 60119); and	Every student will be provided with standards-aligned instructional materials (EC 60119); and	Every student will be provided with standards-aligned instructional materials (EC 60119); and
All students, including unduplicated students and students with exceptional needs will have access to and are enrolled in all required areas of study (as per Education Code)	2015-16 Review of student schedules identifies that all students have access to and are enrolled in all required areas of study cited in Education Code.	All students, including unduplicated students and students with exceptional needs with access and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).	All students, including unduplicated students and students with exceptional needs with access and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).	All students, including unduplicated students and students with exceptional needs with access and are enrolled in all required areas of study (EC51210 (a) to (i) and inclusive of section 51220).

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

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

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.	10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.	10.1) The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review to ensure 100% highly qualified teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$613,582	Amount	$613,582	Amount	$613,582
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition. Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria. Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.	10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition. Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria. Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.	10.2) At least annually develop a scheduled preventative maintenance plan. Maintain facilities in accordance with the preventative maintenance plan and make repairs or replace equipment as needed to maintain facilities in good condition. Meet monthly with the custodial team and hold four unscheduled inspections to monitor the status of facilities using the FIT report criteria. Continue to prepare a FIT report to monitor the status of any facility needs and add these needs to the preventative and/or scheduled maintenance plan.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$45,000	Amount	$45,000	Amount	$45,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action   3

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.	10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.	10.3) Continue to provide students with standards-aligned instructional materials to meet the requirements for the annual Williams Review.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$8415	Amount	$8415	Amount	$8415
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.	10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.	10.4) Continue the District's practice of creating student schedules to ensure that all students, including unduplicated students and students with exceptional needs will have access to all required areas of study.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$4009	Amount	$4009	Amount	$4009
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $143,282   Percentage to Increase or Improve Services: 10.51%

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 state identifies $143,282 of property tax as supplemental grant funds. These funds are principally directed towards providing a K-6 principal (who monitors our second language learners and coaches teachers), a Foster Youth Coordinator (who connects foster youth with available services), Free and Reduced breakfast/lunch, current professional development focusing on SDAIE strategies, and an EL paraprofessional who will serve as the parent liaison. The Charter (grades 2-6) has 50.76% unduplicated students. The cost of these services is estimated $143,536 .

National Clearinghouse for English Language Acquisition: http://www.ncela.us

National Food Service Management Institute: http://www.nfsmi.org

U.S. Department of Education: http://www2.ed.gov/about/inits/ed/foster-care/index.html

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

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

    A. Pupil suspension rates;

    B. Pupil expulsion rates; and

    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

    A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

    B. Programs and services developed and provided to unduplicated pupils; and

    C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

    A. Working with the county child welfare agency to minimize changes in school placement

    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A. Local priority goals; and

    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,397,010.00	1,233,940.00	1,031,499.00	1,031,499.00	1,031,499.00	3,094,497.00
	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	5,906.00	5,906.00	5,906.00	17,718.00
LCFF	1,320,091.00	1,086,898.00	882,057.00	882,057.00	882,057.00	2,646,171.00
Supplemental	76,919.00	147,042.00	143,536.00	143,536.00	143,536.00	430,608.00

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

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	1,397,010.00	1,233,940.00	1,031,499.00	1,031,499.00	1,031,499.00	3,094,497.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,281,599.00	1,058,798.00	783,013.00	783,013.00	783,013.00	2,349,039.00
2000-2999: Classified Personnel Salaries	56,435.00	109,153.00	126,023.00	126,023.00	126,023.00	378,069.00
4000-4999: Books And Supplies	10,250.00	165.00	10,040.00	10,040.00	10,040.00	30,120.00
5000-5999: Services And Other Operating Expenditures	9,976.00	10,324.00	17,423.00	17,423.00	17,423.00	52,269.00
5800: Professional/Consulting Services And Operating Expenditures	18,750.00	22,500.00	65,000.00	65,000.00	65,000.00	195,000.00
7000-7439: Other Outgo	20,000.00	33,000.00	30,000.00	30,000.00	30,000.00	90,000.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,397,010.00	1,233,940.00	1,031,499.00	1,031,499.00	1,031,499.00	3,094,497.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,231,699.00	952,786.00	730,963.00	730,963.00	730,963.00	2,192,889.00
1000-1999: Certificated Personnel Salaries	Supplemental	49,900.00	106,012.00	52,050.00	52,050.00	52,050.00	156,150.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	5,906.00	5,906.00	5,906.00	17,718.00
2000-2999: Classified Personnel Salaries	LCFF	49,416.00	101,123.00	111,006.00	111,006.00	111,006.00	333,018.00
2000-2999: Classified Personnel Salaries	Supplemental	7,019.00	8,030.00	9,111.00	9,111.00	9,111.00	27,333.00
4000-4999: Books And Supplies	LCFF	10,250.00	165.00	8,415.00	8,415.00	8,415.00	25,245.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	1,625.00	1,625.00	1,625.00	4,875.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,976.00	10,324.00	12,923.00	12,923.00	12,923.00	38,769.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,750.00	22,500.00	18,750.00	18,750.00	18,750.00	56,250.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	46,250.00	46,250.00	46,250.00	138,750.00
7000-7439: Other Outgo	Supplemental	20,000.00	33,000.00	30,000.00	30,000.00	30,000.00	90,000.00

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

		Total Expenditures by Goal		
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	56,393.00	56,393.00	56,393.00	169,179.00
Goal 2	117,298.00	117,298.00	117,298.00	351,894.00
Goal 3	10,736.00	10,736.00	10,736.00	32,208.00
Goal 4	19,500.00	19,500.00	19,500.00	58,500.00
Goal 6	5,906.00	5,906.00	5,906.00	17,718.00
Goal 7	29,813.00	29,813.00	29,813.00	89,439.00
Goal 8	98,300.00	98,300.00	98,300.00	294,900.00
Goal 9	22,547.00	22,547.00	22,547.00	67,641.00
Goal 10	671,006.00	671,006.00	671,006.00	2,013,018.00

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