

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Salmon Creek Charter, Grades 2 through 8		
Contact Name and Title	Rachael Maves Superintendent	Email and Phone	rmaves@harmonyusd.org (707) 874-1205

2017-20 Plan Summary

THE STORY

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

Harmony Union School District has a unique structure in that Harmony Elementary is a TK-1st grade LEA and Salmon Creek Middle School is 2nd-8th. Both schools reside on the same campus and are indistinguishable other than name. Both schools operate as one district including funding.

Mission Statement: The Mission of the Harmony Union School District is to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

District Goals:

Curriculum

Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications.

Technology and Library

Students will access, evaluate, and responsibly use both print and technological resources.

Place-Based Learning

Students will be eco-literate citizens who care about the environment and are empowered to make a difference.

Student Leadership

Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

Wellness

Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

LCAP HIGHLIGHTS

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

Over the last several years, Harmony Union School District has worked diligently to provide an education focused on the whole child in order to meet the needs of diverse learners. As the District moves into a structured deficit, the focus this year will be to continue to sustain the programs currently in place, including highly qualified staff, place-based learning, intervention support, farm to school program, etc.

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.

Here are some of our highlights from the year:

- Increased ELA scores
- Increased Math scores

The District will continue to develop and maintain Rtl and multi-tiered support systems that have provided solid foundational work for unduplicated students.

This year the district saw an extremely large increase in parent input through surveys (from 21 to 102).

Much of this success is from an increased focus on communication through weekly enews, eblasts, broadening the database for parent emails, etc.

GREATEST PROGRESS

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?

An area of need based on LCFF Evaluation Rubrics is Salmon Creeks suspension and expulsion rate, though the state is still revising this metric. The most current data reflects a decrease in suspensions and expulsions from last year to this year.

Another area of need as identified through local indicators and parent input is a focus on differentiated instruction. This is something that will be discussed over the next year through staff development days, minimum days, and time for collaboration. Another area to address is the truancy rate which is 17%. The District is planning ways to address and recognize positive attendance through assemblies. There will also be letters sent home to families raising awareness of the affects truancy has on establishing long-term habits in students. The positive attendance recognition in assemblies is highlighted in the actions and services portion of the LCAP.

GREATEST NEEDS

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?

Salmon Creek did have any student groups two or more performance levels below the "all student" performance.

PERFORMANCE GAPS

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.

Currently HUSD is using all the MPP funds to go toward services for low-income and English learners, the goal is to maintain those services including a full-time intervention teacher and a part-time ELD teacher.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,482,357

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,478,202.00

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.

Only expenditures tied to LCFF funding are included in the LCAP.

\$1,482,357

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

In order to close the achievement gap and provide a rigorous education that prepares students to be college and career ready, the district staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of all students, including unduplicated students and students with exceptional needs.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase math proficiency scores by 2%

Increase ELA proficiency scores by 2%

Assess effectiveness of current ELD program and develop a plan for the 2017-2018 year

Maintain teacher misassignments at 0%

Assess current parent involvement, establish a plan using baseline data the following year

Continue to support/maintain 100% alignment to CCSS standards, including ELD standards

Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above

Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%

Maintain 100% compliance with Williams Act

ACTUAL

Increased math proficiency scores by 10%

Increased ELA proficiency scores by 5%

Assessed effectiveness of current ELD program and develop a plan for the 2017-2018 year

Maintained teacher misassignments at 0%

Assessed current parent involvement, and increased parent involvement from 21 to 102 participants.

Continued to support/maintain 100% alignment to CCSS standards, including ELD standards

Maintained 100% progress in increased performance levels of EL students. Reclassified 100% of students with initial testing at intermediate or above

Maintained 100% representation on Advisory Committees: documented members; increase survey participation by 2%

Maintained 100% compliance with Williams Act

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 Maintain High Quality Teaching Staff and provide intervention services unduplicated students and students with exceptional needs.	ACTUAL Maintained High Quality Teaching Staff and provide intervention services unduplicated students and students with exceptional needs.
Expenditures		BUDGETED Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$583,975 Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$95,911 Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$20000	ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$583,975 Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$95,911 Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$20000
Action	2		
Actions/Services		PLANNED Maintain classroom instructional assistants and paraprofessionals	ACTUAL Reduced classroom instructional aide by one FTE midway through the year. Maintained aides in every classroom.
Expenditures		BUDGETED Instructional Aides Salaries 2000-2999: Classified Personnel Salaries Base \$119,926 Instructional Aides Benefits 3000-3999: Employee Benefits Base \$24,022	ESTIMATED ACTUAL Instructional Aides Salaries 2000-2999: Classified Personnel Salaries Base \$119,926 Instructional Aides Benefits 3000-3999: Employee Benefits Base \$24,022
Action	3		
Actions/Services		PLANNED Pilot Math curriculum.	ACTUAL Piloted math curriculum
Expenditures		BUDGETED Math Curriculum 4000-4999: Books And Supplies Base \$3,000	ESTIMATED ACTUAL Math Curriculum 4000-4999: Books And Supplies Base \$3,000
Action	4		
Actions/Services		PLANNED Maintain Rtl program and Intervention teacher.	ACTUAL Maintained Rtl program and Intervention teacher.

Expenditures	BUDGETED Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,126 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$9,331	ESTIMATED ACTUAL Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,126 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$9,331
--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Action **5**

Actions/Services	PLANNED Establish a survey to identify parent involvement rates including parents of unduplicated students and students with exceptional needs.	ACTUAL There was an increase in parent participation in surveys, but did not establish a process for identifying parents of unduplicated students.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost

Action **6**

Actions/Services	PLANNED Assess the effectiveness of the ELD program; restructure as needed; maintain ELD teacher	ACTUAL Assessed the effectiveness of the ELD program; provided initial discussions around ELD restructure; maintained ELD teacher
Expenditures	BUDGETED Contracted Services from outside agency for CCSS training and implementation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1500 ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,187 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$5,032 ELD Restructure 4000-4999: Books And Supplies Supplemental \$1,700	ESTIMATED ACTUAL Contracted services from outside agency focused on implementing reading strategies through Fontas and Pinnel. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1500 ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,187 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$5,032 The District just started the process of assessing the ELD program. No funds were used this year for a restructure. 4000-4999: Books And Supplies Supplemental 0

Action **7**

Actions/Services	PLANNED Continue to provide services as described above for all English proficient pupils (RFEP).	ACTUAL Continued to provide services as described above for all English proficient pupils (RFEP).
Expenditures	BUDGETED Cost embedded in salaries.	ESTIMATED ACTUAL Cost embedded in salaries.

Action **8**

Actions/Services	PLANNED	ACTUAL
------------------	----------------	---------------

<p>Expenditures</p>	<p>Increase parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p> <p>BUDGETED Board Workshop 4000-4999: Books And Supplies Base \$100</p>	<p>Increased parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p> <p>ESTIMATED ACTUAL Board Workshop 4000-4999: Books And Supplies Base \$100</p>
<p>Action 9</p>	<p>PLANNED Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory committees (Site Council and Salmon Creek Charter Advisory Board)</p> <p>BUDGETED No Cost</p>	<p>ACTUAL Maintained 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory committees (Site Council and Salmon Creek Charter Advisory Board)</p> <p>ESTIMATED ACTUAL No cost</p>
<p>Actions/Services</p> <p>Expenditures</p>		

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>This is the first year using an articulated math curriculum K-5 and implementation of guided reading through Fountas and Pinnel frameworks grades K-3. The main focus was on maintaining what the district is doing, increasing communication and coherence within district systems. The district established a Leadership Team (Collaborative Cohort) comprised of all staff representatives focused on the big picture.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The districts over all ELA scores improved by 5% and the Math scores by 10%. This year there has also been a large focus on intervention and supporting students in ELA through push-in and pull-outs.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The District didn't begin the process of assessing the ELD program until later in the year. The focus for next year is Equity and MTSSs which will include an emphasis on meeting the needs of the District's unduplicated students. Because of this delay, the District didn't get to the conversations around restructuring the ELD program or purchasing supplies. The District is in the initial discussion phase.</p>

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

This year the district staff came together and had two full professional development days to discuss the district mission, LCAP goals, and how to continue to move forward. One of the discussions included simplifying the goals and exploring ways to increase communication regarding progress throughout the district. Next year's LCAP will reflect a change in the wording of each goal. This can be found in the section titled "Goal".

In actions and services 3 in Goal 1, the district added the development of Multi-tiered Support Systems in response to the identified need for differentiated instruction. The outcome pertaining to teacher misassignments will be removed as a standalone item in the following years and embedded in the section regarding the "Williams Act".

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

District staff and teachers will enhance and refine access and appropriate use of technology and library in support of classroom.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Teachers will continue to embed technology standards into their curriculum.
Technology Specialist will provide one new opportunity for students to interact with technology

ACTUAL

Teachers continued to embed technology standards into their curriculum.
Technology Specialist provided one new opportunity for students to interact with technology

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	Maintain technology specialist.	Maintain technology specialist.
Expenditures	BUDGETED Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$45,768 Employee Benefits 3000-3999: Employee Benefits Base \$7,891	ESTIMATED ACTUAL Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$45,768 Employee Benefits 3000-3999: Employee Benefits Base \$7,891

Action 2

Actions/Services	<p>PLANNED Purchase Bee Bots and assist teachers in working with students to program. Continue to update technology as needed.</p>	<p>ACTUAL Bee bots were purchased and used in the primary grades. Upper-grades began coding lessons using code.org.</p>
Expenditures	<p>BUDGETED Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$8000</p>	<p>ESTIMATED ACTUAL Purchased software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$8000</p>

Action **3**

Actions/Services	<p>PLANNED Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.</p>	<p>ACTUAL Library tech continued to connect the library to classroom projects and themes and provide a collaborative space for students and staff.</p>
Expenditures	<p>BUDGETED Maintain Library Technician 2000-2999: Classified Personnel Salaries Base \$19,271 Employee Benefits 3000-3999: Employee Benefits Base \$4,607</p>	<p>ESTIMATED ACTUAL Maintained Library Technician 2000-2999: Classified Personnel Salaries Base \$19,271 Employee Benefits 3000-3999: Employee Benefits Base \$4,607</p>

Action **4**

Actions/Services	<p>PLANNED Maintain clean and safe school environment, in accordance with FIT survey.</p>	<p>ACTUAL Maintained clean and safe school environment, in accordance with FIT survey.</p>
Expenditures	<p>BUDGETED Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601 Maintain existing custodial staff 2000-2999: Classified Personnel Salaries Base \$75,184 3000-3999: Employee Benefits Base \$31,781.00</p>	<p>ESTIMATED ACTUAL Used funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601 Maintained existing custodial staff 2000-2999: Classified Personnel Salaries Base \$75,184 Employee Benefits 3000-3999: Employee Benefits Base \$31,781.00</p>

ANALYSIS

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

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

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

Overall the District continued to maintain library services, technology, and campus cleanliness. The staff continue to implement technology standards in the classroom on a regular basis. The technology has introduced a number of new programs including code.org, Symbaloo, and RaspberryPi.

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

The students are showing increased abilities in typing and working proficiently with computers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District spent what was anticipated.

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 year the district staff came together and had two full pd days to discuss the district mission, LCAP goals, and how to continue to move forward. One of the discussions included simplifying the goals and exploring ways to increase communication regarding progress throughout the district. Next year's LCAP will reflect a change in the wording of each goal. As the district continues to face budget reductions, the goal is to maintain the technology and library programs. The district continues to see growth in student typing and technology abilities. This was evidenced in the third graders' comfort and increased access to the technology on the SBAC. Over the course of the year the district noticed the need for a focus on digital citizenship, increased communication regarding tech visibility to parents. The FIT survey and the actions and services will be moved to Goal 1 next year under "Williams Act".

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

District staff, teachers and community volunteers will work to more fully develop the district's 2nd-8th place- based program in order to better support student learning and life decisions.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All teachers will align their PBL program to CCSS and NGSS where applicable.

Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 50% of classrooms.

Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.

ACTUAL

All teachers aligned their PBL program to CCSS and NGSS where applicable.

Teachers or PBL Consultant identified several monitoring possibilities and begin to establish monitoring in 50% of classrooms.

Teachers or PBL Consultant continued to develop Stewardship and Field Studies Program, increasing participation by 10%.

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
Provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

ACTUAL
Provided time and curricular materials to support the development of the place-based learning program, including articulation between grade-levels. The District also provided BTSA.

Expenditures	BUDGETED On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400 Release Time 1000-1999: Certificated Personnel Salaries Base \$1980	ESTIMATED ACTUAL On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400 Release Time 1000-1999: Certificated Personnel Salaries Base \$1980
Action 2		
Actions/Services	PLANNED Maintain a PBL Consultant to assist teachers in integrating PBL into their classroom.	ACTUAL Maintained a PBL Consultant to assist teachers in integrating PBL into their classroom.
Expenditures	BUDGETED Maintain PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204	ESTIMATED ACTUAL PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$5,216
Action 3		
Actions/Services	PLANNED Continue to purchase supplies to support program on an ongoing basis.	ACTUAL Continued to purchase supplies to support program on an ongoing basis.
Expenditures	BUDGETED Fund/purchased supplies 4000-4999: Books And Supplies Base \$5,500	ESTIMATED ACTUAL Fund/purchased supplies 4000-4999: Books And Supplies Base \$985
Action 4		
Actions/Services	PLANNED Annual update the Steward Plan, and facilitate implementation of two more projects	ACTUAL Annual update the Steward Plan, and facilitate implementation of two more projects
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

ANALYSIS

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

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

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

Staff continue to align Place Based Learning through the NGSS aligned FOSS curriculum.

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

Monitoring took place in grades 4th-8th including:
 Stream Benthic Macro invertebrate monitoring
 Fern monitoring
 Salmon Creek/home samples water quality study
 Stream habitat assessment
 Installed and reviewed trail camera
 Macro-invertebrate monitoring

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not spend as much as anticipated on the PBL Consultant or on PBL projects.

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 year the district staff came together and had two full pd days to discuss the district mission, LCAP goals, and how to continue to integrate PBL into their curriculum. One of the discussions included simplifying the goals and exploring ways to increase communication regarding progress throughout the district. Next year's LCAP will reflect a change in the wording of each goal. Due to budget reductions, the PBL consultant will be funded from one-time money in fund 17. The PBL consultant will no longer be included in the LCAP. The language under "Need" and the outcomes each year will change from "identified monitoring" to "providing opportunities for exploration".

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 4

District staff and teachers will work to provide lessons and programs in support of student learning and development that promote responsible citizenship, creativity and individual leadership.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to develop student leadership programs.
 A 2% increase of ADA and a 2% decrease in student truancy
 Attendance rate will continue at or above 90%
 Maintain 0% suspension and expulsion rates

ACTUAL

Continued to develop student leadership programs.
 ADA remained the same at 94% and truancy remained the same at 17%
 Attendance rate continued at or above 90%
 Maintained 0% suspension and expulsion rates

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	School Counselor will help implement programs and strategies that improve school climate and help improve student attendance	School Counselor implemented programs and strategies that improved school climate but did not impact student attendance
Expenditures	BUDGETED	ESTIMATED ACTUAL

School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$54,885
 3000-3999: Employee Benefits Base \$9,462

School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$54,885
 Employee Benefits 3000-3999: Employee Benefits Base \$9,462

Action **2**

Actions/Services
PLANNED
 Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).

Expenditures
BUDGETED
 Assemblies 5000-5999: Services And Other Operating Expenditures \$2000

ACTUAL
 Monthly school assemblies continued to focus on positive activities and acknowledgments of students' successes throughout the month but did not address positive attendance.

ESTIMATED ACTUAL
 Assemblies 5000-5999: Services And Other Operating Expenditures Base \$0

Action **3**

Actions/Services
PLANNED
 Begin program for acknowledging academic achievement.

Expenditures
BUDGETED
 No cost.

ACTUAL
 Discussing are in progress but no program has been developed for acknowledging academic achievement.

ESTIMATED ACTUAL
 No cost.

ANALYSIS

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

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

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

This year's truancy rate revealed the need for more proactive systems in place to address chronic truancy. Student surveys reflect an overall happiness with school climate and staff. The counselor continues to make connections with students.

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

ADA remained steady. Truancy still needs to be addressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not spend as much on assemblies as anticipated. Some funds were allocated toward student council and student leadership instead.

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 year the district staff came together and had two full pd days to discuss the district mission, LCAP goals, and how to continue to move forward. One of the discussions included simplifying the goals and exploring ways to increase communication regarding progress throughout the district. Next year's LCAP will reflect a change in the wording of each goal. Next year the district will address the need to improve truancy rates and find ways to celebrate academic achievement. This was already included in the projected actions and services for this goal.

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

District staff and teachers will expand and clearly articulate to parents and students healthy choices to include nutrition, social/emotional health, and fitness practices throughout the 2-8 program.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Overall increase in healthy eating by 2% as observed by staff and through staff surveys

Increase locally sourced food by 2%

Continue implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms

Continue SPARK program in grades TK-1 in 100% of classrooms

Provide garden and cafeteria support to fully implementing Farm to School program for 100% implementation

ACTUAL

Increased healthy eating by 2% as observed by staff

Increased locally sourced food by 2%

Continued implementation of Toolbox program and social emotional strategies in grades 2-8th in 100% of classrooms

PE teacher was on a leave of absence this year, SPARK program was put on hold.

Provided garden and cafeteria support to fully implementing Farm to School program for 100% implementation

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

Expenditures	Develop a flyer in Spanish and English to send home discussing healthy snack choices.	Developed a flyer in Spanish and English to send home discussing healthy snack choices.
	BUDGETED Flyer 4000-4999: Books And Supplies Base \$1,500	ESTIMATED ACTUAL Flyer 4000-4999: Books And Supplies Base \$1500
Action	2	
Actions/Services	PLANNED Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	ACTUAL The Wellness Committee is working on revamping the wellness policy to reflect updates in state and federal regulations.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No cost
Action	3	
Actions/Services	PLANNED Secure three new contracts with local farmers to provide food for the cafeteria.	ACTUAL Secured two new contracts with local farmers to provide food for the cafeteria.
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL No cost
Action	4	
Actions/Services	PLANNED Maintain Garden and Cafeteria/Garden Liaison positions.	ACTUAL Maintained Garden and Cafeteria/Garden Liaison positions.
Expenditures	BUDGETED Supplies 4000-4999: Books And Supplies Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$39,376 Benefits 3000-3999: Employee Benefits Base \$9,415 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$10,123 Benefits 3000-3999: Employee Benefits Base \$2,420	ESTIMATED ACTUAL Supplies 4000-4999: Books And Supplies Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$39,376 Benefits 3000-3999: Employee Benefits Base \$9,415 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$10,123 Benefits 3000-3999: Employee Benefits Base \$2,420

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 cafeteria continues to provide wholesome meals over and beyond state regulations. The head of the cafeteria works alongside the garden coordinator and cafeteria /garden liaison to coordinate produce from the garden into the cafeteria.

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

Students continue to eat healthy meals and are willing to try new sides as they have been a part of the process in helping plant and tend to the vegetables.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District spent what was anticipated.

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 year the district staff came together and had two full pd days to discuss the district mission, LCAP goals, and how to continue to move forward. One of the discussions included simplifying the goals and exploring ways to increase communication regarding progress throughout the district. Next year's LCAP will reflect a change in the wording of each goal. Instead of increasing healthy eating by 2% the district will focus on maintaining it's current program. This change is reflected in the "needs" section next year.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 6	
-----------	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

--	--

ACTIONS / SERVICES

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

Action

1

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.

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

[Empty response box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box for budget differences]

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.

[Empty response box for goal changes]

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

January-February: Input was gathered from parents, guardians, and community via website/electronic survey.

February 9, 2017: All surveys collected and data aggregated.

February 17, 2017: Site Council/Charter Advisory Board (SC/CAB) meeting. This group comprises the EL Advisory Committee as well as Parent Advisory Committee.

February 21, 2017: Board Workshop, Community members, Board members, staff, and parents participated in a Board Workshop offering suggestions for next year's LCAP. Presentation of data from surveys concerning effectiveness of actions and services.

February-May: Committees, consisting of the local bargaining units, provided feedback regarding their specific goals.

May: Staff gave students a survey regarding school climate and LCAP goals to elicit student feedback.

May 24, 2017: Presentation of LCAP rough draft to Site Council/Charter Advisory Board. There were no questions which required a written response.

May 25, 2017, Draft of LCAP posted online and given to stakeholders to provide input.

June 15, 2017: Public Hearing for LCAP and Budget

June 16, 2017: Board Approval of LCAP

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent/Community Feedback

The suggested area of improvement most often discussed on the surveys was the need for differentiated instruction in the classroom. Next year there is a strong focus on equity, meeting the needs of each student, and differentiated instruction will be a component of those discussions/trainings.

Committees

As a small school, the development of the LCAP is a collaborative process with staff. Their recommendations are reflected in the changes for next year.

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

Students will engage in a rigorous academic curriculum that is differentiated and grounded in real-world experiences and applications including unduplicated students and students with exceptional needs.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Increase the percent of students proficient in math.

Increase the percent of students proficient in English Language Arts (ELA).

Assess effectiveness of our EL program.

Continue to improve parent involvement.

API: Not Applicable
 Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: Not Applicable
 The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: Not Applicable
 The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness: Not Applicable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local assessments including classwork, tests, quizzes, teacher observation, SBAC	2-8 is 46% proficient	Increase math proficiency scores by 2%	Increase math proficiency scores by 2%	

Local assessments including classwork, tests, quizzes, teacher observation, SBAC	2-8 is 60% proficient	Increase ELA proficiency scores by 2%	Increase ELA proficiency scores by 2%	Increase ELA proficiency scores by 2%
CELDT/ELPAC	In need of structured school-wide program to better serve EL students.	Continue development of ELD restructure	Continue development of ELD restructure	Continue development of ELD restructure
Current CCSS aligned curriculum; staff observations	100% alignment	Continue to support/maintain 100% alignment to CCSS standards, including ELD	Continue to support/maintain 100% alignment to CCSS standards, including ELD	Continue to support/maintain 100% alignment to CCSS standards, including ELD
CELDT/ELPAC	The number of EL students does not provide reliable data for classification as it is less than 10. 100% of ELLs show progress.	Maintain 100% progress of ELL	Maintain 100% progress of ELL	Maintain 100% progress of ELL
Committee representatives from all student subgroups	100%	Maintain 100% representation on Advisory Committee	Maintain 100% representation on Advisory Committee	Maintain 100% representation on Advisory Committee
Sufficient instructional materials approved by the board; appropriate credentials of all staff; FIT survey	100%	Maintain 100% compliance with Williams Act	Maintain 100% compliance with Williams Act	Maintain 100% compliance with Williams Act

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain high quality teaching staff and provide intervention services for students with disabilities.

2018-19

New Modified Unchanged

Maintain high quality teaching staff and provide intervention services for students with disabilities.

2019-20

New Modified Unchanged

Maintain high quality teaching staff and provide intervention services for students with disabilities.

BUDGETED EXPENDITURES

2017-18

Amount \$690,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Certificated Salaries

Amount \$105,000

Source Base

Budget Reference 3000-3999: Employee Benefits
Certificated Benefits

Amount \$110,742

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Supervisor Salaries

2018-19

Amount \$690,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Certificated Salaries

Amount \$105,000

Source Base

Budget Reference 3000-3999: Employee Benefits
Certificated Benefits (P/R)

Amount \$110,742

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Supervisor Salaries

2019-20

Amount \$690,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Certificated Salaries

Amount \$105,000

Source Base

Budget Reference 3000-3999: Employee Benefits
Certificated Benefits (P/R)

Amount \$110,742

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Supervisor 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

Maintain classroom instructional assistants and paraprofessionals

2018-19

New Modified Unchanged

Maintain classroom instructional assistants and paraprofessionals

2019-20

New Modified Unchanged

Maintain classroom instructional assistants and paraprofessionals

BUDGETED EXPENDITURES

2017-18

Amount	\$77,975
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides Salaries
Amount	\$40,458
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aides Benefits

2018-19

Amount	\$77,975
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	\$40,458
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aides Benefits (P/R)

2019-20

Amount	\$77,975
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	\$40,458
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aides Benefits (P/R)

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

New Modified Unchanged

Adopt new math curriculum; begin development of MTSSs

2018-19

New Modified Unchanged

Continue to implement MTSSs

2019-20

New Modified Unchanged

Assess effectiveness of MTSS on all student groups

BUDGETED EXPENDITURES

2017-18

Amount \$3,000
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies Curriculum

2018-19

Amount \$3,000
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies Curriculum and/or PD

2019-20

Amount No cost
 Source
 Budget Reference

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

New Modified Unchanged

Maintain RTI program and intervention teacher.

2018-19

New Modified Unchanged

Maintain Rtl program and Intervention Teacher

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$55,877
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher
Amount	\$9,331
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

2018-19

Amount	\$55,877
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher
Amount	\$9,331
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

2019-20

Amount	\$55,877
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Teacher
Amount	\$9,331
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide opportunities for parent involvement in academics and the LCAP process, including parents of unduplicated students and students with exceptional needs.

2018-19

New Modified Unchanged

Continue to provide opportunities for parent involvement in academics and the LCAP process, including parents of unduplicated students and students with exceptional needs.

2019-20

New Modified Unchanged

Continue to provide opportunities for parent involvement in academics and the LCAP process, including parents of unduplicated students and students with exceptional needs.

BUDGETED EXPENDITURES

2017-18

Amount No cost

2018-19

Amount No cost

2019-20

Amount No cost

Action **6**

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

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

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Continue discussion and planning for ELD restructure. Maintain ELD teacher.

2018-19

- New Modified Unchanged

Begin implementation of ELD plan for restructure based on previous year's assessment including need of ELD teacher.

2019-20

- New Modified Unchanged

Assess effectiveness of ELD restructure.

BUDGETED EXPENDITURES

2017-18

Amount	\$1500
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contracted Services from outside agency for CCSS/MTSS training and implementation.
Amount	\$29,187
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher
Amount	\$7,768

2018-19

Amount	\$29,187
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher
Amount	\$7,768
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits
Amount	

2019-20

Amount	\$29,187
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher
Amount	\$7,768
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated Benefits
Amount	

Source	Supplemental	Source		Source	
Budget Reference	3000-3999: Employee Benefits ELD Benefits	Budget Reference		Budget Reference	

Action **7**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Continue to provide services as described above for all English proficient pupils (RFEP).

2018-19

New Modified Unchanged

Continue to provide services as described above for all English proficient pupils (RFEP)

2019-20

New Modified Unchanged

Continue to provide services as described above for all English proficient pupils (RFEP)

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference: Cost embedded in salaries

2018-19

Budget Reference: Cost embedded in salaries

2019-20

Budget Reference: Cost embedded in salaries

Action **8**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)

2018-19

New Modified Unchanged

Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount

2018-19

Amount

2019-20

Amount

Action **9**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

[Location\(s\)](#) 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

Maintain clean and safe school environment, in accordance with FIT survey.

2018-19

New Modified Unchanged

Maintain clean and safe school environment, in accordance with FIT survey.

2019-20

New Modified Unchanged

Maintain clean and safe school environment, in accordance with FIT survey.

BUDGETED EXPENDITURES

2017-18

Amount	\$12,601
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair
Amount	\$75,184
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries
Amount	\$31,781

2018-19

Amount	\$12,601
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair
Amount	\$75,184
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries
Amount	\$31,781

2019-20

Amount	\$12,601
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Funds to keep school in good repair
Amount	\$75,184
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries
Amount	\$31,781

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Employee Benefits	Budget Reference	3000-3999: Employee Benefits Employee Benefits	Budget Reference	3000-3999: Employee Benefits Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Students will access, evaluate, and responsibly use both print and technological resources.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Maintain library and technology program including typing, access to and training in basic program through google docs.
 Continue to develop 21st century learning skill through technology use.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff survey, student feedback, classroom observations	All students have access to technology in the classroom. Technology standards are being implemented in 100% of classrooms.	Maintain 100% implementation of technology standards. Provide one new technology next year for students.	Maintain 100% implementation of technology standards. Provide one new technology next year for students.	Maintain 100% implementation of technology standards. Provide one new technology next year for students.
Staff survey, student feedback, classroom observations	The district needs to provide more challenging opportunities to deepen knowledge and application around technology.	Provide additional training for online curriculum resources.	Provide additional training for online curriculum resources.	Provide additional training for online curriculum resources.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain technology specialist

2018-19

New Modified Unchanged

Maintain technology specialist

2019-20

New Modified Unchanged

Maintain technology specialist

BUDGETED EXPENDITURES

2017-18

Amount	\$45,768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain Technology Specialist
Amount	\$7,891
Source	Base
Budget Reference	3000-3999: Employee Benefits Classified Benefits

2018-19

Amount	\$45,768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain Technology Specialist
Amount	\$7,891
Source	Base
Budget Reference	3000-3999: Employee Benefits Classified Benefits

2019-20

Amount	\$45,768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain Technology Specialist
Amount	\$7,891
Source	Base
Budget Reference	3000-3999: Employee Benefits Classified Benefits

Action **2**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Continue to update technology as needed.

2018-19

New Modified Unchanged

Continue to update technology as needed.

2019-20

New Modified Unchanged

Continue to update technology as needed.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$8000
Source	Base
Budget Reference	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs

2018-19

Amount	\$8,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs

2019-20

Amount	\$8,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Software and hardware to continue support and development of technology based instructional programs

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

New Modified Unchanged

Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

2018-19

New Modified Unchanged

Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

2019-20

New Modified Unchanged

Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.

BUDGETED EXPENDITURES

2017-18

Amount	\$19,271
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain Library Technician
Amount	\$4,607
Source	Base

2018-19

Amount	\$19,271
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Library Technician
Amount	\$4,607
Source	Base

2019-20

Amount	\$19,271
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Library Technician
Amount	\$4,607
Source	Base

Budget Reference 3000-3999: Employee Benefits Classified Benefits

Budget Reference 3000-3999: Employee Benefits Classified Benefits

Budget Reference 3000-3999: Employee Benefits Classified Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Students will be eco-literate citizens who care about the environment and are empowered to make a difference.

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 have ongoing experiences outdoors to enhance their understanding of natural systems, build their skills, and nurture their care for the environment.

Students need experience outdoors with close observation over time.

Middle school students need information and inspiration about real world issues within the CCSS

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grade level curriculum plans and site walks, principal and teacher feedback, SBAC	Teachers continue to align their PBL program to CCSS and NGSS where applicable.	All teachers will continue to align their PBL program to CCSS and NGSS where applicable.	All teachers will continue to align their PBL program to CCSS and NGSS where applicable.	All teachers will continue to align their PBL program to CCSS and NGSS where applicable.
Grade level curriculum plans and site walks, principal and teacher feedback, SBAC	Some articulation between grades; some formal monitoring, field studies, and stewardship projects taking place.	Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 60% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.	Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 80% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.	Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 80% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.

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:

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

2018-19

New Modified Unchanged

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

2019-20

New Modified Unchanged

Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.

BUDGETED EXPENDITURES

2017-18

Amount \$1400

2018-19

Amount \$1400

2019-20

Amount \$1400

Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).	Budget Reference	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).	Budget Reference	5000-5999: Services And Other Operating Expenditures On-going professional development for existing teachers and additional support for new teachers (BTSA if needed).
Amount	\$1980	Amount	\$1980	Amount	\$1980
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Release Time	Budget Reference	1000-1999: Certificated Personnel Salaries Release time	Budget Reference	1000-1999: Certificated Personnel Salaries Release time

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

Schedule guest speakers around real world issues as it pertains to curriculum.

Schedule guest speakers around real world issues as it pertains to curriculum.

Schedule guest speakers around real world issues as it pertains to curriculum.

BUDGETED EXPENDITURES

2017-18

Amount \$1,200
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speaker

2018-19

Amount \$1,200
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speaker

2019-20

Amount \$1,200
 Source Base
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Guest speaker

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

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to purchase supplies to support program on an ongoing basis.

Continue to purchase supplies to support program on an ongoing basis.

Continue to purchase supplies to support program on an ongoing basis.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

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

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Annual update the Steward Plan, and facilitate implementation of two more projects.

Annual update the Steward Plan, and facilitate implementation of two more projects.

Annual update the Steward Plan, and facilitate implementation of two more projects.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference	No Cost
------------------	---------

Budget Reference	No cost.
------------------	----------

Budget Reference	No cost.
------------------	----------

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

Students will exercise positive leadership, valuing and supporting one another as contributing citizens of our community and world.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

To create a more active student lead climate on campus. With an emphasis in community service, service learning and cross-age tutoring/big and little buddies.

Improve Average Daily Attendance (ADA) and Truancy rate

0% expulsion and suspension rates.

Middle school dropout rates: Not applicable
 High school dropout rates: Not applicable
 High school graduation rates: Not applicable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Articulated Big Buddy Classes, Healthy Kids Survey	1 Assembly/month; 100% participation by students and staff	Continue to develop student leadership programs. A 2% increase of ADA and a Attendance rate will continue at or above 90% Maintain 0% suspension and expulsion rates	Continue to develop student leadership programs. A 2% increase of ADA and a 2% decrease in student truancy Attendance rate will continue at or above 90% Maintain 0% suspension and expulsion rates	

CALPADS truancy data	16.7% truant/tardy	2% decrease in student truancy	2% decrease in student truancy	2% decrease in student truancy
CALPADS ADA	93.75% ADA	2% increase of ADA	2% increase of ADA	Maintain 97% ADA
CALPADS suspension and expulsion data	0% expulsions; 5 suspensions	Maintain 0% expulsions; reduce suspensions by 50%	Maintain 0% expulsions; reduce suspensions by 1	Maintain 0% expulsions; reduce suspensions by 1

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School Counselor will help implement programs and strategies that improve school climate and help improve student attendance

2018-19

New Modified Unchanged

School Counselor will help implement programs and strategies that improve school climate and help improve student attendance

2019-20

New Modified Unchanged

School Counselor will help implement programs and strategies that improve school climate and help improve student attendance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$54,885	Amount	\$54,885	Amount	\$54,885
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselor Salary	Budget Reference	1000-1999: Certificated Personnel Salaries School Counselor Salary	Budget Reference	1000-1999: Certificated Personnel Salaries School Counselor Salary
Amount	\$9,462	Amount	\$9,462	Amount	\$9,462
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **2**

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

[Students to be Served](#) 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).

Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).

Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).

BUDGETED EXPENDITURES

2017-18

Amount	\$2000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies

2018-19

Amount	\$2000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies

2019-20

Amount	\$2000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies

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

Students will have the knowledge and confidence to make healthy nutritional choices, live physically active lives, and demonstrate social and emotional awareness.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Continue to find ways to encourage students to make healthier food choices.

Continue to meet students' social and emotional needs through the Toolbox program or other strategies

Implementation of physical education to all students grades 2-8 and meet the instructional mandated requirements through training staff in SPARK.

Continue to develop Farm to School program in order to provide the healthiest food possible to students and support our local community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff observations	Students experience a variety of vegetables through our lunch program	Overall increase in healthy eating by 2%	Overall increase in healthy eating by 2%	Overall increase in healthy eating by 2%
Staff observations	100% implementation in all grade levels	Continue implementation of Toolbox program/social emotional strategies in grades 2-8	Continue implementation of Toolbox program/social emotional strategies in grades 2-8	Continue implementation of Toolbox program/social emotional strategies in grades 2-8
Staff observations	100% implementation	Continue SPARK program in grades 2-8	Continue SPARK program in grades 2-8	Continue SPARK program in grades 2-8

Discussion with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison	Sourcing locally whenever possible; 100% fully implemented program	Provide garden and cafeteria support to fully implement Farm to School program	Provide garden and cafeteria support to fully implement Farm to School program	Provide garden and cafeteria support to fully implement Farm to School program
-------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--------------------------------------------------------------------------------

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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Create a school cookbook in Spanish and English with healthy recipes	Establish a buddy bench	PE equipment replacement

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1500	Amount \$1500	Amount \$1500

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Books and supplies	Budget Reference	4000-4999: Books And Supplies Bench	Budget Reference	4000-4999: Books And Supplies 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

New Modified Unchanged

Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

2018-19

New Modified Unchanged

Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

2019-20

New Modified Unchanged

Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No cost

2019-20

Budget Reference No cost

Action **3**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain contracts with local farmers to provide food for the cafeteria.

2018-19

New Modified Unchanged

Maintain contracts with local farmers to provide food for the cafeteria.

2019-20

New Modified Unchanged

Maintain contracts with local farmers to provide food for the cafeteria.

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference	No cost from LCFF
----------------------------------	-------------------

2018-19

Budget Reference	No cost from LCFF
----------------------------------	-------------------

2019-20

Budget Reference	No cost from LCFF
----------------------------------	-------------------

Action **4**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
---------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

Location(s) 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

Maintain Garden and Cafeteria/Garden Liaison positions.

2018-19

New Modified Unchanged

Maintain Garden and Cafeteria/Garden Liaison positions.

2019-20

New Modified Unchanged

Maintain Garden and Cafeteria/Garden Liaison positions.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	\$39,376
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Garden Coordinator
Amount	\$9,415
Source	Base

2018-19

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	\$39,376
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Garden Coordinator
Amount	\$9,415
Source	Base

2019-20

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies
Amount	\$39,376
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Garden Coordinator
Amount	\$9,415
Source	Base

Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits
Amount	\$10,123	Amount	\$10,123	Amount	\$10,123
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison	Budget Reference	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison	Budget Reference	2000-2999: Classified Personnel Salaries Cafeteria/Garden Liaison
Amount	\$2,420	Amount	\$2,420	Amount	\$2,420
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$103,663

Percentage to Increase or Improve Services: 7.52%

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 District is expected to receive \$1,482,357 total LCFF funding of which approximately \$103,663 is Supplemental Grant Funding for 2017-2018. The Supplemental Grant funding is based on the projected unduplicated count of low income, foster youth, and English learner pupils of more than 40% and less than 55% of the school enrollment. Based on past experience, we expect about 28.5% in this unduplicated category. With our supplemental grant funds we will maintain our intervention teacher and ELD teacher. It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The increase allows the District to maintain the programs already in place and begin a review of our program for ELL students next year. (California Department of Education 2015).

The District's Minimum Proportionality Percentage for unduplicated students in budget year 2017-2018 is 7.52% . Harmony school district will meet this minimum proportionality percentage by providing the services listed above: intervention teacher, ELD teacher, and curriculum materials. The cost of these services is in excess of the supplemental grant amount and when compared to the cost of providing the base services to all students far exceeds the 7.52% MPP in increased or improved services to the unduplicated students.

This LCAP was built based on an LCFF calculation that used a 43.97% gap percentage for 2017-2018 and generated Supplemental/Concentration grant funding of \$103,663 and an MPP% of 28.5%. Section 2 of the LCAP details the specific goals and actions that meet the needs of students as well as the increased or improved services for unduplicated count pupils that is proportional to the 7.52% MPP percentage.

It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The increase allows the District to maintain the programs already in place and review programs next year to evaluate how the district is serving ELL students. (California Department of Education 2015).

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

- A. A 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	1,313,178.00	1,292,975.00	1,478,202.00	1,476,702.00	1,473,702.00	4,428,606.00
	2,000.00	0.00	0.00	0.00	0.00	0.00
Base	1,210,302.00	1,193,799.00	1,371,539.00	1,371,539.00	1,371,539.00	4,114,617.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	100,876.00	99,176.00	106,663.00	105,163.00	102,163.00	313,989.00

* 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	1,313,178.00	1,292,975.00	1,478,202.00	1,476,702.00	1,473,702.00	4,428,606.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	744,153.00	744,153.00	961,942.00	942,671.00	942,671.00	2,847,284.00
2000-2999: Classified Personnel Salaries	309,648.00	309,648.00	248,426.00	267,697.00	267,697.00	783,820.00
3000-3999: Employee Benefits	199,872.00	199,872.00	228,133.00	228,133.00	228,133.00	684,399.00
4000-4999: Books And Supplies	24,800.00	18,585.00	21,000.00	21,000.00	18,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	33,205.00	19,217.00	16,001.00	16,001.00	16,001.00	48,003.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	1,500.00	2,700.00	1,200.00	1,200.00	5,100.00

* 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	1,313,178.00	1,292,975.00	1,478,202.00	1,476,702.00	1,473,702.00	4,428,606.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	660,840.00	660,840.00	876,878.00	857,607.00	857,607.00	2,592,092.00
1000-1999: Certificated Personnel Salaries	Supplemental	83,313.00	83,313.00	85,064.00	85,064.00	85,064.00	255,192.00
2000-2999: Classified Personnel Salaries	Base	309,648.00	309,648.00	248,426.00	267,697.00	267,697.00	783,820.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	185,509.00	185,509.00	211,034.00	211,034.00	211,034.00	633,102.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	14,363.00	14,363.00	17,099.00	17,099.00	17,099.00	51,297.00
4000-4999: Books And Supplies	Base	23,100.00	18,585.00	18,000.00	18,000.00	18,000.00	54,000.00
4000-4999: Books And Supplies	Supplemental	1,700.00	0.00	3,000.00	3,000.00	0.00	6,000.00
5000-5999: Services And Other Operating Expenditures		2,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	31,205.00	19,217.00	16,001.00	16,001.00	16,001.00	48,003.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	1,200.00	1,200.00	1,200.00	3,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,500.00	1,500.00	1,500.00	0.00	0.00	1,500.00

* 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	1,250,404.00	1,248,904.00	1,245,904.00	3,745,212.00
Goal 2	85,537.00	85,537.00	85,537.00	256,611.00
Goal 3	8,080.00	8,080.00	8,080.00	24,240.00
Goal 4	66,347.00	66,347.00	66,347.00	199,041.00
Goal 5	67,834.00	67,834.00	67,834.00	203,502.00

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