

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	Fieldbrook Elementary School District		
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2017-20 Plan Summary

THE STORY

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

Fieldbrook School District is a small, rural one-school district with seven and one-half classrooms serving students from Transitional Kindergarten through eighth grades. In the next school year, 2017-2018, we plan to have eight full-time classrooms. We pride ourselves on offering solid academic programs in a family-type setting, and promoting each student's self-worth and ability to become a responsible, contributing citizen. Fieldbrook School serves only one sub group: low income/at-risk students. We do not have any Foster Youth or English Language Learners, or any students who have been reclassified.

Fieldbrook School lies in the heart of Fieldbrook Valley, a very small, rural community with one market, a winery, and a volunteer fire department. The school is the focal point of the community, and as such, we make every attempt to include the community in activities, performances and decision-making. Board meetings are posted at the local market, and activities, performances, and sporting events are advertised there, as well. For sports, Fieldbrook School sponsors girls' and boys' basketball teams for 5th - 8th graders. These teams compete during their seasons with other local school districts.

Fieldbrook School offers a wonderful music program that includes classroom music, beginning violins, recorder, chorus, orchestra, guitar and ukulele. We also provide an after-school program until 5:30, Monday through Friday. As part of the after-school program we offer a Homework Club, and an Enrichment Class.

Being a K-8th grade school, we do not track A-G or CTE completion rate, percent of students scoring 3 or above on AP tests, percent of students scoring Ready on EAP, drop-out or graduation rates for high school students, therefore metrics are not included. In addition, API currently not being calculated by the state.

Newly implemented measures are in place to track students progress for the SBAC/CAASPP state testing. Our goals will be to maintain our English Language Arts (ELA) scores of 50+ points above level 3 (with level 3 indicating students met grade level standards) based upon the '15-'16 testing results. As soon as the '16-'17 results are available our status will be calculated. Fieldbrook students increased their ELA scores in '15-'16 by 8.7 points, putting the score at 50.7 points above level 3, the highest performance level of blue.

In the area of mathematics the students at Fieldbrook School are 2.3 points below level 3. The district will increase its efforts to provide additional training for teachers, and additional math support for students.

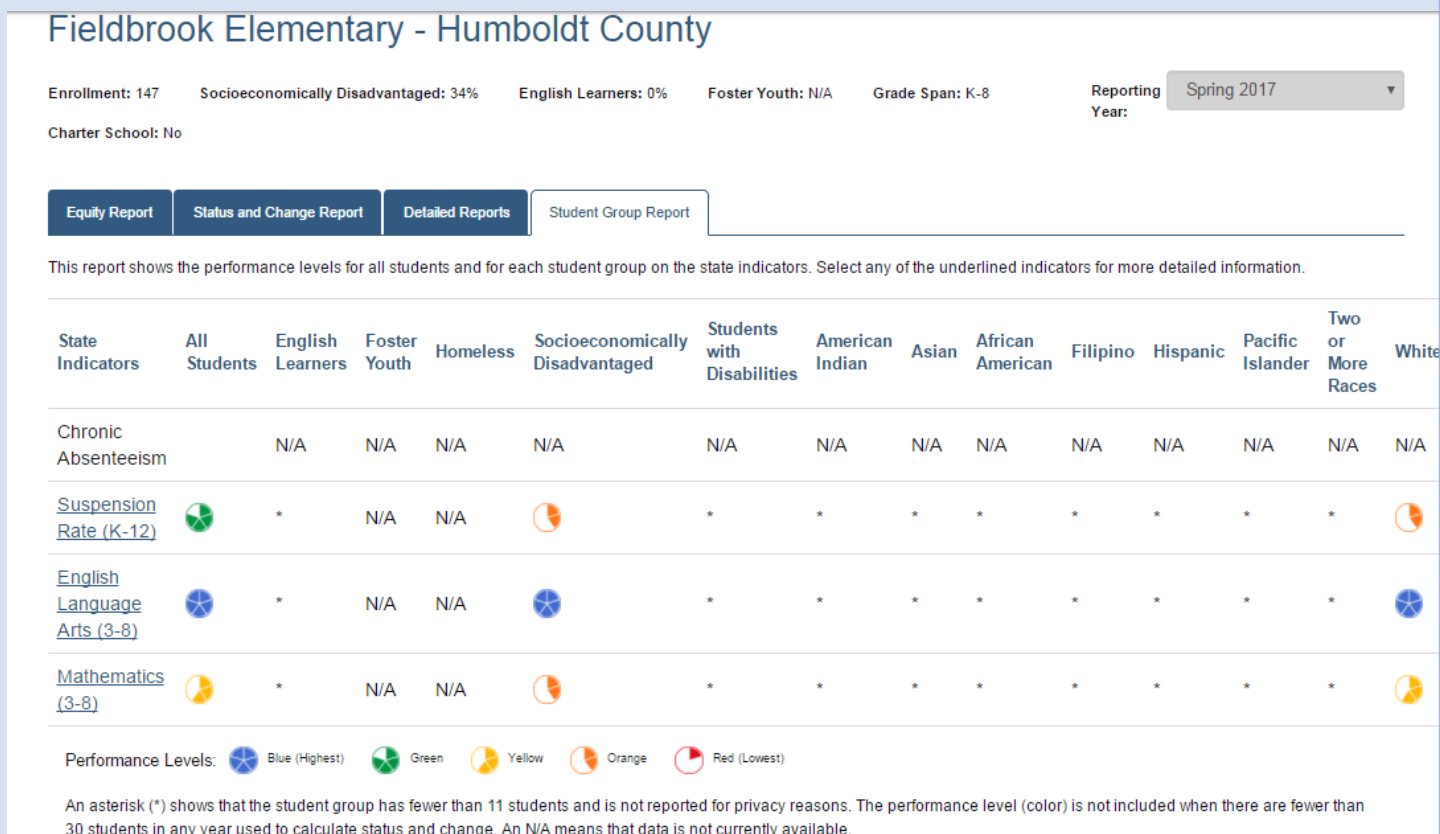
LCAP HIGHLIGHTS

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

This year's LCAP will focus on increasing current academic growth, and increasing student accessibility for support services and extra-curricular activities. In the area of mathematics Fieldbrook School will focus on implementing the second year of the new math programs with deeper understanding of mathematical processes. We will also continue to maintain the employment of highly qualified teachers, hire a new full-time 7th grade teacher, maintain sufficient instructional materials aligned with the Common Core State Standards and a safe and clean learning environment. The one area we will be revising is the Enrichment Class that is part of the after-school program. Instead of offering enrichment activities every week, we will be focusing on scheduling a specific activity for one to two weeks per month, depending upon the activity.. These activities may include robotic Legos, a school play, local artists teaching charcoal drawing, water colors, etc., a chess club, and a school newspaper.

We will continue to work on increasing the daily average attendance, as recorded at P2, in order to increase student learning and district revenue.

According to the California school dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance at this point. This data, along with stakeholder input has informed and influenced this plan.



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.

The LEA is most proud of improvements that have taken place in three areas. The first area of success was in English Language Arts. The newly implemented measure of ELA is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 50.7 points above level 3, which is a very high status. Combined with an 8.7 point increase from level 3 over the prior year has resulted in the highest performance level of blue. At Fieldbrook School we have only one subgroup of students; low income/at-risk students, of which there are twenty-six. This subgroup of students performed very well in the area of English Language Arts. They measured approximately 50.9 points above level 3, which is a very high status. The subgroup's performance is due in large part to the excellent intervention program provided to students who need additional academic support as determined by the Student Study Team. All teachers at Fieldbrook School utilize best teaching practices and continually strive to reassess their methods and deliveries of curricula in order to meet the needs of every student.

GREATEST PROGRESS

Our Student Study Team (SST) process is actually our second area of success. Eighteen students were referred by teachers to the SST during the '16-'17 school year. The team met with a parent of every student, and designed a plan to assist each one in their academic and/or social endeavors. Student progress was continually monitored, and reviewed every 6-8 weeks to ascertain progress. For those students making progress, the plan remained in effect. For those not making progress, the SST revised their plan, usually moving to one-on-one support and increasing time-on-task as appropriate. Continued monitoring led to some students meeting grade-level expectations and exiting the program, some who were continuing to make progress remaining in the program, and those not making adequate progress being fully assessed to ascertain whether or not they qualified for and IEP.

Our third area of success is declining chronic absenteeism. During the '15-'16 school year the chronic absenteeism rate at Fieldbrook School was 3%. With increased support from the secretary on the monitoring process and making contact with parents, and the increased support from the school counselor, the chronic absenteeism rate dropped in '16-'17 to 1%. Both the school secretary and the school counselor had their time increased to help meet this need.

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?

When comparing the '14-'15 math scores to the '15-'16 scores, the students overall dropped 3%, from 57% to 54% of students who met or exceeded the grade level standard. The newly implemented measure of math is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 2.3 points below level 3, which is a high status. Combined with an 7.8 point decrease from level 3 over the prior year has resulted in an average performance level of yellow. The district plans to increase professional development for teachers in the area of math, and the integration of the Common Core State Standards. Teachers will closely monitor students' academic growth in mathematics, and make referrals to the Student Study Team for those students falling below grade level, including the low income/at-risk students.

GREATEST NEEDS

A second area of need is in average daily attendance (ADA). During the '16-'17 school year Fieldbrook's is averaging out to be 95.2%, which is a 0.6% drop from the '15-'16 school year of 95.8%. These statistics are based upon attendance numbers as tracked by PowerSchool, the district's attendance program. The district will increase its efforts to encourage parents and students to be in attendance every day, and to make a concerted effort to obtain Independent Study contracts for days when the family is traveling and the students are not able to be at school. These steps will be taken with all students, including low income/at-risk students.

A third area of concern is a lack of stakeholder participation in setting goals and providing feedback for the revision of the district's LCAP. While parent participation in returning completed parent surveys increased from 25% in '15-'16, to 35% in '16-'17, actual participation in goal setting and LCAP workshops dropped from 8% to 1%, as documented by sign-in sheets for these activities. The district will increase its efforts to

encourage parents to attend and participate in study sessions and workshops concerned with analyzing goals and actions as outlined in the LCAP, and working together with the district to plan revisions and needed changes to reach our goals. These efforts will include, but not be limited to, more written announcements, notices, telephone robocalls, and monthly school newsletters.

The final area of need is engaging high achieving students in enrichment classes that are part of the after-school program. As documented by parent and student surveys, and sign-in sheets for the enrichment class, the number of students participating did not increase as anticipated. Attendance did not drop, but neither did it increase. The enrichment class for the past two years has not met the needs of the students. In the '17-'18 school year the district is planning to hold "enrichment opportunities" that would last from one to four weeks during after school hours and be more appealing to a wider variety of students, such as; a school newspaper, a school play, clubs for chess, Rubik's cube activities, and other board games, watercolor art, and robotic Legos. All high achieving students, including those students who are low income/at-risk, will be encouraged to participate, and district staff will be diligent in their efforts to encourage the students to participate. The district will also encourage the parents of high achieving students to support their students in these pursuits through telephone calls and written notices.

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?

Fieldbrook School has only one subgroup of students; low income/at-risk. based upon LCFF Evaluation Rubrics, that group did not perform two or more levels below the "all student" performance in any area.

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.

These improved services were previously noted under Greatest Needs in the areas of mathematics and enrichment activities. In the area of mathematics, the low income/at-risk students will be provided with additional in-class support by the certificated teacher and/or the instructional assistant as deemed necessary by teacher, test scores, daily grades and parent input. The after-school program Homework Club will be available everyday to provide additional support by a credentialed teacher. Parents of these students will be contacted by telephone and written announcements, and encouraged to have their students participate.

The low income/at-risk population will be encouraged and offered every opportunity to participate in enrichment activities within the regular classroom by the classroom teacher. This same subgroup will be encouraged to participate in the enrichment activities/classes that will be conducted as part of the after-school program. Telephone calls will be made to parents and announcements will be sent home. Whereas the after-school program is self-supporting, the low income/at-risk students' parents will not be charged for either their participation in the Homework Club or the enrichment classes/activities.

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	\$1,770,426
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$10,735,000 \$1,446,971

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.

General Administration Costs - \$50,277
 School Administration Costs - \$151,397
 Board and Superintendent Costs - \$39,005
 Title 1 Services - \$10,252
 Aftercare Program - \$35,005
 Utilities and Contracts - \$37,519

\$1,150,032	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of highly qualified teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Basic 1 and Implemenatation of State Standards 2: 100% of certificated staff will attend professional development for the implementation of the state standards in mathematics and English and Language Arts as measured by sign-in sheets and Superintendent's records.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric

Student level data on academic achievement, and participation in extra-curricular and supplemental activities.

As evidenced by teacher plans, class schedules and sign-in sheets all students, including the low-income students, will receive regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and Enrichment Class after school.

Teacher misassignment rates as reported by district personnel director.

Annual Sufficiency of Instructional Materials(IM) Board Resolution.

Facilities in good repair as measured by Williams FIT.

Outcome

1. Student academic levels will improve by an additional 2% in '16-'17 over the academic levels achieved in '15-'16 as measured by the

ACTUAL

Outcome

1. Not met in relation to original goal. When comparing the '14-'15 English Language Arts scores to the '15-'16 scores, the students overall dropped 3%, from 74% to 71% of students who met or exceeded the grade level standard. The newly implemented measure of ELA is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 50.7 points above level 3, which is a very high status. Combined with an 8.7 point increase from level 3 over the prior year has resulted in the highest performance level of blue.

Not met in relation to original goal. When comparing the '14-'15 math scores to the '15-'16 scores, the students overall dropped 3%, from 57% to 54% of students who met or exceeded the grade level standard. The newly implemented measure of math is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 2.3 points below level 3, which is a high status. Combined with an 7.8 point decrease from level 3 over the prior year has resulted in an average performance level of yellow.

2. Met. All students, including students with disabilities, had access to a broad course of study which included language arts, math, social studies, science, health and physical education. All students, including students with disabilities, were also

CAASPP. As the '14-'15 testing year was the baseline year, a comparison for improvement in '15-'16 cannot be completed until the '15-'16 results are reported in July, 2016. A revision will be completed at that time indicating whether or not the 2% improvement mark was achieved.

2. All students, including students with disabilities, will have access to a broad course of study which includes language arts, math, social studies, science, health and physical education, in addition to a wide variety of enrichment and supplemental activities, including Homework Club and Enrichment class. Students will be referred for Student Study Team evaluation based upon teacher recommendations.
3. Maintain 100% HQT.
4. 100% of certificated staff will attend professional development for the implementation of the state standards in mathematics and English Language Arts as measured by sign-in sheets and Superintendent's records.
5. 100% of students have standards aligned IM in core academic subjects.
6. Maintain a 100% safe and clean environment in good repair.

offered a wide variety of enrichment and supplemental activities such as the after-school Spanish classes, a chess club, and a vast number of fine arts field trips.

Met in relation to original goal. The Homework Club was available to every student. Parent and student surveys indicated that fewer students attended Homework Club this year, but the sign-in sheets indicated a 5% increase in the number of students attending.

No met in relation to original goal. The Enrichment Class, according to student surveys was attended by fewer students this year. The sign-in sheet confirmed the survey data. Even though we moved the Enrichment Class to an earlier time slot that the Homework Club several days per week, the attendance remained down.

Parents and teachers of every student referred to the Student Study Team met, created a plan and set goals for every student.

3. Met. All teachers were teaching with the appropriate California credentials.

4. Met. Several staff meetings were dedicated to each grade level correlating the Common Core State Standards (CCSS) to the newly adopted curricula.

Met. 100% of staff attended professional development for the implementation of the Common core State Standards (CCSS) in the area of English Language Arts. One full day was devoted to attending a workshop presented by National Geographic 'Reach for Reading' consultants in which the new reading program was studied in-depth, and correlated to the CCSS. The consultants discussed and demonstrated how the CCSS would be implemented within the program. Another full day workshop was held in March with the consultants addressing concerns that had emerged during the year, and, once again tying the curriculum directly to the lessons and activities within the program.

5. Met. All students were equipped with standards-aligned instructional materials.

6. Met. Facilities were maintained in good repair as evaluated with the Facilities Inspection Tool.

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

1. Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing mastery in mathematical and English Language Arts content.
2. Provide professional development training in integrating CCSS.
3. Purchase of supplemental materials and supplies.
4. Maintain certificated staff of highly qualified teachers. Pilot English Language Arts materials.

ACTUAL

1. Two full days of workshops were devoted to training the teachers in the new English Language Arts curriculum, emphasizing the integration of the Common Core State Standards (CCSS). The teachers spent two staff meetings studying the new math curricula and how it correlated to the CCSS. National Geographic 'Reach for Reading' program was piloted for grades Kindergarten - 6th. For grades 7th and 8th the Houghton Mifflin 'Inspire' program was purchased.
2. Professional development training in integrating the CCSS was not conducted.
3. Supplemental materials and supplies were purchased.
4. All teachers were properly credentialed for the positions held.

Expenditures

BUDGETED

General Fund 0000/5210 5000-5999: Services And Other Operating Expenditures Base \$3,049

General Fund 0000/4110 4000-4999: Books And Supplies Base \$18,635

Educator Effectiveness 6264/5210 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$14,372

General Fund 0000/4310 0000: Unrestricted Base \$5,000

No cost involved in piloting ELA materials. no cost

ESTIMATED ACTUAL

General Fund 5000-5999: Services And Other Operating Expenditures Base \$750.00

General Fund 4000-4999: Books And Supplies Base \$8,492

Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$4925

General Fund 0000: Unrestricted Base \$5000

No cost ELA materials no cost

Action **2**

Actions/Services

PLANNED

1. Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra-curricular activities, and maintain academic support for intervention program.
2. Provide 1-hour per day, 5 days per week for Homework Club.

ACTUAL

1. The Homework Club was conducted five days per week. A wider variety of academic/extra-curricular activities were added by way of the Enrichment Class. both venues were part of the after-school program.
2. Homework Club was provided 1-hour per day, 5 days per week.

- 3. Provide 1-hour per day, 5 days per week for academic/Enrichment activities.
- 4. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, guitar and choir.
- 5. Maintain counseling services for all students.
- 6. Provide classroom aides to maintain academic support within classrooms.

- 3. Enrichment Class was provided 5 days per week at the beginning of the year, alternating times with Homework Club. It was not as well attended as originally anticipated. We reduced the enrichment activities to 4 times per week. Attendance did not increase significantly. Students were tired by the end of the day.
- 4. Support of the music program continued with the on-going employment of the music teacher to support classroom music strings, recorder, guitar and choir.
- 5. Counseling services were actually increased to 3 full days per week in order to provide counseling opportunities for all students.
- 6. Classroom aides were provided to the primary classrooms in order to maintain academic support for all students.

Expenditures

BUDGETED
 General Fund 0011/2939 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$5,000
 General Fund 0011/8980 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$5,000
 General Fund/ Lottery 0000/1102 and 1100/4310 4000-4999: Books And Supplies Lottery \$14,752
 General Fund 1100/1207 1000-1999: Certificated Personnel Salaries Lottery \$3,200
 General Fund 0000/2105 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,000

ESTIMATED ACTUAL
 General Fund 0000: Unrestricted Supplemental and Concentration \$4692
 General Fund 0011/8980 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$4692
 General Fund/ Lottery 0000/1102 and 1100/4310 4000-4999: Books And Supplies Lottery \$4344
 General Fund 1000-1999: Certificated Personnel Salaries Lottery \$4353
 Classroom Aide Time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11750

Action

3

Actions/Services

- PLANNED**
- 1. Maintain availability of support for the after-school Homework Club for 5 days per week, increasing after-school opportunities for a variety of academic/extra- curricular activities.
 - 3. Provide counseling time.
 - 4. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.

- ACTUAL**
- 1. The district maintained support for the after-school Homework Club for 5 days per week. We also increased after-school opportunities for a variety of academic / extra-curricular activities.
 - 2. The district continued to maintain support for the intervention program for the identified low income pupils. Students were referred to the Student Study Team, meetings

5. Provide teachers to support the intervention program, one-on-one and small group instruction.

6. Purchase supplemental materials and supplies.

7. Provide professional development training in integrating CCSS.

were held with parents, needs were identified, and plans were created and implemented.

3. Homework Club was conducted 5 days per week in order to provide students with a certificated teacher to support them.

4. At the beginning of the year the Enrichment Class was held 5 days per week. By mid-year attendance had dropped, so the class was adjusted to 3 and 4 days per week, alternating weeks.

5. Counseling time was provided for three full days per week.

6. Classroom aides were provided in the primary classrooms to allow for small-group instruction for those students in need of intervention services in reading and math.

7. Two certificated persons and three trained classified persons provided small-group and one-on-one instruction for intervention students above and beyond what was provided in the regular classrooms. these services were provided on a pull-out basis.

8. Supplemental materials and supplies were purchased to provide additional resources for students in the areas of English Language Arts and math. These materials were utilized within all classrooms for all students, with some resources specifically purchased and utilized for intervention students.

9. Professional development took place for all teachers in the integration of the CCSS in English Language Arts as it related to the National Geographic 'Reach for Reading' program that is being piloted.

Expenditures

BUDGETED

Certificated Salaries 0001/1100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	\$11,887
Counseling Time 0001/1207 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	\$18,113

ESTIMATED ACTUAL

Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	\$10,226
1000-1999: Certificated Personnel Salaries Supplemental and Concentration	\$22,940

Classroom Aids 0001/2105 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,702
 Intervention 0001/2130 3010/8984 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$17,974
 Materials and Supplies 0001/4310 4000-4999: Books And Supplies Supplemental and Concentration \$2,840
 Training 0001/5210 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,333
 Increased Counselor's hours. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 23,824
 Did not spend any money for Counselor. 4000-4999: Books And Supplies Supplemental and Concentration 0
 Spent down Teacher Effectiveness money first 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$470

Action **4**

Actions/Services	<p>PLANNED Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increase academic learning.</p>	<p>ACTUAL In order to insure that the low income/at-risk students receive a nutritious lunch everyday that in turn facilitates the ability to learn in the afternoon the district provided additional support to the cafeteria fund.</p>
Expenditures	<p>BUDGETED Cafeteria Support 0001/7616 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$10,735</p>	<p>ESTIMATED ACTUAL Cafeteria Support 0001/7616 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$10,735</p>

Action **5**

Actions/Services	<p>PLANNED maintain 100% HQT</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED General Fund 0000/1100 1000-1999: Certificated Personnel Salaries Base \$510,084</p>	<p>ESTIMATED ACTUAL General Fund 000/1100 1000-1999: Certificated Personnel Salaries Base \$445,283</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.

High academic expectations were maintained in every classroom in order for students to continue experiencing academic growth. Newly purchased math curricula were implemented at all grade levels. Kdg.-6th grades piloted a new ELA curriculum, and 7th and 8th grades implemented a newly purchased ELA curriculum. All students, including low income/at-risk students, were provided with supplemental services as determined by the Student Study Team. All students were also provided opportunities to access the homework club and the enrichment class. All teachers employed by the district were properly credentialed and taught in the classrooms and areas for which their credentials were appropriate.

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

Fieldbrook School students continue to score above expected benchmarks set by the State of California; however, they did not meet the district goal of improving by 2% overall in both English Language Arts and mathematics as evidenced by comparing SBAC scores for the '14-'15 and the '15-'16 school years. As evidenced by teacher plans and class schedules, all students, including low income/at-risk students, received access to grade-level academic curricula. Student Study Team records indicated that all students referred by teachers were evaluated for, and received, supplemental services as deemed necessary to assist them in moving closer to attaining grade-level status in academic subjects. Although student and parent surveys indicated approximately 8% fewer students attended the homework club, the actual sign-in sheets indicated that 5% more students attended homework club in '16-'17 than in '15-'16. Overall attendance in the enrichment class was 4% higher during the first half of the school year, but dropped by a total of 5% by the end of the second trimester.

All of the certificated teachers were successfully placed in classes for which they were properly certificated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Of the \$41,056 budgeted for curriculum and training, and materials and supplies, \$20,511 was spent. Less money was spent than budgeted due to the following reasons: training staff on the implementation of CCSS was minimal (only one-half day was provided), staff development for the implementation of the piloted ELA curriculum was provided free of charge by Cengage Publishing / National Geographic, the homework club and enrichment teacher logged fewer hours than originally anticipated, and the newly piloted ELA program for Kdg.-6th grades was not purchased at the end of the year.

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

During the '16-'17 school year the only change made to this goal was in the area of the enrichment class. As the year progressed, the sign-in sheets indicated a drop in attendance. Although it had been planned to alternate the homework club and the enrichment class (Mondays and Tuesdays the homework club met at 3:15 followed by enrichment class, and the enrichment class met on Wednesdays through Fridays at 3:15 followed by the homework club), by the end of the second trimester attendance was down, and a change was implemented. Enrichment class occurred two to three days every other week. Even with the change, attendance in the enrichment class did not increase significantly. Due to the change being made so late in the year, the wording for this action in the LCAP itself was not revised.

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

Increase regular and timely attendance on a daily basis.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

<p>Metric</p> <ol style="list-style-type: none"> 1. Student-level data on excused and unexcused absences and tardies tracked on an every two-week basis. 2. Chronic absenteeism rate identified by tracking student-level data on unexcused absences on an every two-week basis. 3. Middle school drop-out rate tracked by attendance 4. Suspension rate tracked by DataQuest, CALPADS, and SEIS. 5. Expulsion rate tracked by DataQuest, CALPADS, and SEIS. 6. Parent and student surveys. <p>Outcome</p> <ol style="list-style-type: none"> 1. Student absentee rate will improve by 1% in '16-'17 over the P2 rate of 95.8% in the '15-'16 school year. 100% of parents will be notified daily about their students' absences or tardies. 2. Chronic absenteeism rate will be reduced by 1% in the '16-'17 school year, from 3% in '15-'16. 3. Middle school drop-out rate will remain at 0%.

ACTUAL

<p>Outcome</p> <ol style="list-style-type: none"> 1. Not met. The absentee rate for '16-'17 dropped by 0.6%, from 95.8% in '15-'16 to 95.2% in ;16-;17 as measured by the CALPADS P2 report. However, the second part of this outcome was met by 100% of parents being contacted about their students' absences and tardies. 2. Met. The chronic absenteeism for '16-'17 is 1%, a 2% drop from the chronic absenteeism rate of 3% in '15-'16. 3. Met. The middle school drop-out rate remained at 0%. 4. Met. The suspension rate in '16-'17 remained at 2% as tracked by DataQuest, CALPADS and SEIS. 5. Met. The expulsion rate remained at 0%. 6. Not met. 82% of parents and students surveyed indicated that students felt safe at school.
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- 4. Suspension rate is 2% (2% of students enrolled were suspended during the 2015-2016). Suspension rate will not increase beyond 2%.
- 5. Expulsion rate will remain at 0%.
- 6. 90% of parents and students surveyed will indicate students feel safe at school.

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	<p>PLANNED</p> <p>1. Improve student and parent information regarding importance of timely school attendance on a daily basis.</p> <p>2. Increase secretarial time in order to increase the number of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p>	<p>ACTUAL</p> <p>1. Through school newsletters, robocalls, telephone calls and announcements made during parent gatherings the importance of timely school attendance on a daily basis was emphasized.</p> <p>2. Secretarial time was increased by one hour per day in order to increase the number of school newsletters, telephone calls and announcements being made to parents concerning the importance of timely school attendance on a daily basis. The Superintendent made the robocalls and announcements at parent gatherings.</p>
Expenditures	<p>BUDGETED</p> <p>0001/2406 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,672</p>	<p>ESTIMATED ACTUAL</p> <p>0001/2406 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2985</p>
Action	2	
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

1. Increase frequency of computer analysis to every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.

2. Increase secretarial time in order to track absences and tardies and send out truancy notices as warranted.

1. The frequency of computer analysis of absences and tardies was increased to every two weeks through the use of PowerSchool, and parents were notified in a timely fashion by letter according to EC48260. Letters were followed by telephone calls to parents made by the Superintendent. On two occasions meetings were held with parents. No referrals had to be made to the School Attendance and Review Board.

2. Secretarial time was increased by one hour per day (the same hour as stated in the previous goal) in order to track absences and tardies through the use of PowerSchool, and issue the truancy letters required as per EC48260.

Expenditures

BUDGETED
 0000/2406 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,672

ESTIMATED ACTUAL
 General Fund 0000/2406 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2985

Action **3**

Actions/Services

PLANNED

1. Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.

2. Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.

ACTUAL

1. Chronic absenteeism was tracked through PowerSchool, and it was determined that only one student was chronically absent, as compared to the three students in the previous year.

2. The Superintendent was in constant contact with the parent throughout the year. Health issues contributed to the chronic absenteeism. The school counselor met with the student as often as possible given the health issues.

Expenditures

BUDGETED
 No additional funding needed.

ESTIMATED ACTUAL
 No additional funding needed

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.

With the addition of one hour per day of secretarial time the delivery of information concerning the importance of timely and daily attendance was improved through the use of school newsletters, telephone calls, and telephone calls. The Superintendent made the robocalls and announcements at parent gatherings. This additional hour of secretarial time was also utilized to increase the frequency of computer analysis, by way of the PowerSchool program, to every two weeks to track absences, tardies and chronic absenteeism. Parents were then notified by letter in accordance to EC48260. Of the letters sent, only two parents had to participate in follow-up meetings with the Superintendent in order to reach resolution of the absence and tardy issues. Chronic absenteeism dropped this year, with only one student suffering with chronic absenteeism; however, this one student suffered from significant health issues, and the parent stayed in constant contact with the school throughout the year.

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

Although Fieldbrook School's attendance rate remains higher than the state average, it did indeed drop 0.6% from 95.8% in '15-'16 to 95.2% in '16-'17. However, the school increased its' attempts to inform parents of the importance of daily and time attendance through school newsletters, telephone calls, announcements at parent gatherings, and robocalls made by the Superintendent. In May of 2017, 97% of parents surveyed indicated that the school stresses the importance of timely and daily attendance. This was a 1% increase over the results from the parent surveys conducted in April of 2016.

During the '15-'16 school year the chronic absenteeism rate was 3%. Due to the increased effort of informing parents of the importance of daily and timely attendance, the chronic absenteeism rate in '16-'17 dropped to 1%. This 1% represented one student, who in actuality suffered from very serious health issues. This student's parent remained in constant contact with the school throughout the year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fieldbrook School budgeted \$1,672 for this goal, but in reality it will have expended \$2,985. The difference of \$1.313 is due to salary increase.

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.

No changes were made to this goal. The metrics and actions set forth in this goal were followed as originally written. The expected outcomes were not revised.

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

Implement program and activities to empower and challenge higher achieving students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" 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

Metric

Student-level data on academic achievement including CAASPP/SBAC testing and on-going grade-level assessments.
 Student sign-in records for after-school enrichment activities.
 Student and parent survey responses.

Records of awards received for recognition of regional events (such as, but not limited to, History Day, Science Fair, County Spelling Bee), school-wide special projects, and academic achievement.

Parent involvement will be monitored and tracked by sign-in sheets for parent/teacher conferences, family fun night, special events, LCAP planning sessions, and participation in the spring parent survey.

Outcome

- Results of the '16-'17 CAASPP/SBAC testing will indicate a 2% improvement in test scores as compared to the results of the '15-'16 CAASPP/SBAC testing.
- Sign-in sheets will indicate a 16% increase in participation by students in after-school enrichment activities from the 4% in 2015-2016 to 20% in 2016-2017.

ACTUAL

Outcome

1 Not met in relation to original goal. When comparing the '14-'15 English Language Arts scores to the '15-'16 scores, the students overall dropped 3%, from 74% to 71% of students who met or exceeded the grade level standard. The newly implemented measure of ELA is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 50.7 points above level 3, which is a very high status. Combined with an 8.7 point increase from level 3 over the prior year has resulted in the highest performance level of blue.

Not met in relation to original goal. When comparing the '14-'15 math scores to the '15-'16 scores, the students overall dropped 3%, from 57% to 54% of students who met or exceeded the grade level standard. The newly implemented measure of math is to use distance from level 3 (met the grade level standard). Using this measure students at Fieldbrook School are 2.3 points below level 3, which is a high status. Combined with an 7.8 point decrease from level 3 over the prior year has resulted in an average performance level of yellow.

2. Not met. The student sign-in sheets for the enrichment class indicated a slight increase, from 4% in '15-'16 to 7% at the beginning of ;16-'17, but it was not sustainable. By the second trimester attendance dropped to back 4%.

3. Not met. Based upon parent and student surveys, student participation in the after-school enrichment activities increased from 23% in '15-'16 to 29% in '16-'17, not meeting the goal of a 16% increase.

3. Student and parent surveys will indicate a 16% increase in participation by students in after-school enrichment activities as based upon the student and parent surveys administered in the spring of 2017.

4. The percentage of students receiving recognition for regional events, school-wide special projects, and academic achievement will increase by 2%.

5. Increase parent involvement, including parent of students with disabilities, in activities such as parent/teacher conferences, family fun night, special events, and LCAP planning sessions by 5%, from 20% in '15-'16 to 25% in '16-'17, as evidenced by sign-in sheets. Increase parent participation in the 2017 spring survey by 32%, from 18% in the 2016 spring survey to 50% in the spring 2017 survey..

4. Met. Based upon the number of students receiving recognition for regional events, school-side special projects, and academic achievement increased by 4%, which surpassed the goal of a 2% increase.

5. Not met. Parent involvement remained at approximately 20% from '15-'16 to '16-'17, reflecting no increase in activities such as parent/teacher conferences, family fun nights, special events, and LCAP planning sessions as evidenced by sign-in sheets. Parent participation in the 2017 parent survey increased from 18% in ;15-;16 to 35% in '16-'17, a 17% increase, but not the 35% increase that had been proposed.

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
	<p>Maintain availability of after-school and in-school homework support on a daily basis.</p> <p>Maintain availability of after-school enrichment activities.</p> <p>Maintain the one-hour per day of after-school teacher time for the addition of enrichment activities.</p>	<p>Fieldbrook School maintained the availability of the after-school and in-school homework support on a daily basis. Homework club was held everyday, providing all students, including students with disabilities and low income/at-risk students, with the opportunity to complete their homework, and get needed assistance from a credentialed teacher.</p> <p>The after-school enrichment class was offered five days per week at the beginning of the year, with the time being modified later in the year.</p> <p>The district maintained the employment of a credentialed after-school teacher for the addition of enrichment activities in the enrichment class.</p>

Expenditures	<p>BUDGETED 0001/1100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,124</p>	<p>ESTIMATED ACTUAL 0001/1100 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,226</p>
Action	<p>2</p>	
Actions/Services	<p>PLANNED Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students.</p> <p>Provide professional development training in integrating CCSS.</p> <p>Purchase of supplemental materials and supplies.</p>	<p>ACTUAL Newly adopted curriculum materials were provided to ensure that all teachers were able to integrate the Common Core State Standards (CCSS) emphasizing strategies to further engage high achieving students. Training was held for two full days on the new English Language Arts curricula and the integration of CCSS. Very limited training was held for the new math programs.</p> <p>Two full days of professional development training were held for reinforcing the integration of the newly adopted English Language Arts curriculum and the CCSS. Several staff meeting days were dedicated to presenting activities that would integrate the new math curricula with the CCSS.</p> <p>Materials and supplies were purchased to supplement mathematics and English Language Arts, especially to support and further engage high achieving students, as well as all students.</p>
Expenditures	<p>BUDGETED Professional Development 0001/5201 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,840</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 0</p>

ANALYSIS

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

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

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

The activities set forth in goal #3 were fully implemented. Homework support was provided within regular school hours by classroom teachers and instructional assistants, and after-school homework support was provided every day by way of the homework club that was part of the after-school program. Homework club was available to all students, including students with disabilities and low income/at-risk students, and was administered by a credentialed teacher.

After-school enrichment activities were provided by a credentialed teacher in the daily enrichment class. On Mondays and Tuesdays the enrichment class was held immediately following the homework club. On Wednesdays, Thursdays and Fridays the enrichment class was conducted immediately prior to the homework club. Attendance in the enrichment class was relatively low at the beginning of the year, and declined as the year progressed. By the second trimester the enrichment class was held three days per week. The enrichment class was conducted by a credentialed teacher one-hour per day until the second trimester, when the class was reduced to three days per week.

In order to engage and empower higher achieving students materials and supplies were purchased to supplement mathematics and English Language Arts specifically to challenge these students. However, these materials and supplies were available for all students, including students with disabilities and low income/at-risk students.

To further engage high achieving students the enrichment class, as part of the after-school program, offered a wide variety of enriching activities for students. Some of these offerings included the study of foreign countries, their cultures and the cooking of regional dishes, the in-depth study of Heifer International and the humanitarian work they do, culminating in the selling of art projects and crafts to purchase a water buffalo for a family in Malaysia, and the study of native plants and animals.

A total of two and one-half days were devoted to professional development during the '16-'17 school year. This professional development for the integration of the CCSS in English Language Arts took place over two full days of in-service provided by Cengage Learning / National Geographic Reading Program. An additional half-day of in-service directly addressed how the CCSS were implemented within the newly adopted math programs, and three staff members involved in the Redwood Coast Professional Development Initiative made presentations at staff meetings throughout the year directly related to implementing the CCSS in math within all three new math curricula.

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

Within the regular classrooms the teachers provided enrichment activities and lesson plans that engaged those students who are high achieving. These efforts were successful and well received by the students.

In the after-school program, the enrichment class, although highly successful for those students in attendance, experienced a much lower attendance rate than had been anticipated and planned for. Attendance had been up slightly over the previous year for the first part of this year, but declined as the year progressed. It certainly was not due to a lack of planning on the part of the teacher, who went above and beyond with her lesson plans and offered experiences. Rather, we determined that students were just tired at the end of the day, and homework was of a much greater concern to them. Overall, the effectiveness of the enrichment class was not as wide-spread as had been planned.

All of the teachers participated in the professional development that took place over the course of two and a half days. These in-services were focused on the implementation of the CCSS in both math and English Language Arts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

.The difference between the budgeted expenditures of \$16,964 and the estimated actual expenditures of \$10,226 is due to three things: First, a full day of professional development in ELA was provided by National Geographic/Cengage Publishing free of charge, as we were piloting their reading program, secondly, a newly hired intervention teacher was lower on the salary schedule, and last, some supplemental materials for ELA intervention were provided by Cengage Publishing at no charge for this year as we were piloting the program.

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

One major change occurred within goal #3 during the course of the school year. The enrichment class suffered from declining participation. This decline was due in major part to the fact that students were more concerned with attending homework club and completing homework, and often chose to go home instead of staying for enrichment activities. Students and parents indicated by way of discussions with staff that their kids were tired at the end of the day, and often times parents did not want to delay picking their students up so they could stay and participate in enrichment activities. In short, students were tired and parents just wanted to get home at the end of the day.

This decline in attendance, and the viewpoints of the parents, led Fieldbrook School to modify the enrichment class. During the last trimester the enrichment class was offered every other week for two to three days. Attendance increased by two to four students.

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?

Our parent and community outreach began in earnest in November during parent/teacher conferences, when parents were provided a summary review of the current '16-'17 year's three goals and supporting activities. Parents were given the opportunity to ask questions and make suggestions at that time. Copies of the summary review were distributed in the community as well, and shared with the Fieldbrook Educational Foundation at their fall meetings. Staff were provided opportunities to evaluate the goals and activities and make suggestions at meetings held on February 27, March 13, and April 3, 2017. During early May all first through eighth grade students were surveyed, and parent surveys were sent home. The parent survey return was slightly larger this year, with 35 parents returning the surveys as opposed to the 26 returned surveys we received last year. Two after-school meeting times were set up for parents to come and discuss the LCAP on Tuesday, February 28 and Tuesday, April 13, 2017. One evening meeting was set up for parents on March 21, 2017, that was combined with a Board of Trustees workshop to develop/revise district goals. Unfortunately, no parents attended any of the scheduled meetings. The meetings were advertised by way of written announcements, robocalls made by the Superintendent, and notices posted at the school, at the local market, and on the school's website.

The following activities took place during the 2015-2016 school year in preparation for the revision of the LCAP:

1. 100% of parents received a summary review of goals and activities in November, 2016.
2. Summary review distributed to community through Fieldbrook Market and the Fieldbrook Educational Foundation.
3. Students and parents were surveyed during April and early May.
4. Two afternoon meetings and one evening meeting were held to provide parents with opportunities to establish district goals and provide LCAP input on February 28, March 21 and April 13, 2017.
5. Three staff meetings were held on February 27, March 13 and April 3, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. Parents were made aware of the LCAP goals and activities and received a copy of them for the 2016-2017 school year at the November parent/teacher conferences. Approximately 50% of the parents provided verbal feedback to the teachers indicating that they pleased with the goals and activities. The district realized that distributing the information at the fall conference time was a positive way to keep parents informed and updated on progress.
2. The same written copy of the LCAP goals and activities were distributed to the community at the Fieldbrook Market and through the Fieldbrook Educational Foundation. No feedback came from the community by way of Fieldbrook Market, but members of the Fieldbrook Educational Foundation indicated that they agreed with the goals, and would be interested in how many of the activities we would be able to successfully implement.

3. All parents were provided with a survey to complete in early May, 2017. 35 (35%) parents responded to the survey, which was a 17% increase over the survey responses in 2016. 100% of the 1st through 8th graders completed the student survey. We had set the goal of 50% of the parents responding to the spring survey. We increased from 25% in '15-'16 to 35% in '16-'17, but did not attain the goal of 50%. 100% of the 1st-8th grade students completed the student surveys. Surveying is an effective way to obtain parent and student input ; however, in '17-'18 the district will put forth a more concerted effort to meet the goal of a 50% return on parent surveys. We will send out more advanced notice about the surveys and their importance by way of written announcements and robocalls, text messages and emails.
4. Unfortunately, no parents attended the workshops set up to establish/revise district goals, and to evaluate and provide feedback on the goals and activities of the LCAP. In '17-'18 the district will work with the Blue Lake family Resource Center and put on a parent and community dinner, with the primary goal being to generate and share ideas about the LCAP and how to go about improving the services and education provided. Workshop times will be varied, some afternoons and some evenings, in order to accommodate parent schedules.
5. Four staff meetings were held to give staff the opportunity to provide input on the LCAP. Staff maintained that they agreed with the goals and activities, but were concerned with the lack of attendance in the enrichment classes. Moving the time of the enrichment classes/activities to an earlier time was not a long range solution, as noted by sign-in sheets. Discussions took place and the ideas were offered. It was suggested that enrichment activities be offered periodically, and with different age levels targeted. Some of the ideas included a school play, a school newspaper, community artists sharing their talents, robotic Legos, chess, dominoes, Zumba, swimming lessons, and a variety of board games. These activities would usually take place over one to two week periods (except for activities like a play that would require extended time). There are no certificated or classified bargaining units.

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

Maintain current academic growth, and increase student accessibility for support services and extra-curricular activities. Maintain employment of properly credentialed teachers, and sufficient instructional materials aligned with the Common Core State Standards. Maintain safe, clean learning facilities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Basic 1 and Implemenation of State Standards 2: 100% of certificated staff will attend professional development for the implementation of the state standards in mathematics and English and Language Arts as measured by sign-in sheets and Superintendent's records.

Identified Need

Professional development for teachers in implementing the math and English Language Arts Common Core State Standards with the new adopted curricula. Maintain after-school Homework Club for 5 days per week, and continue enrichment activities as part of the After-School Program for students. Goals for increasing enrichment activities in the 2016-2017 school year were not fully met as evidenced by sign-in sheets and the parent and student surveys. A wider variety of enrichment activities for one to two weeks per month will be accessed. Using the newly implemented measure of ELA and mathematics, Fieldbrook students will move from 50.7 points above level 3, as measured by SBAC testing, in ELA to 52 points above. In mathematics the students will progress from 2.3 points below level 3 to 3 points above level 3 in the '17'18 school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Priority 4 - Student achievement / CAASPP scores 2. Priority 1 - Teachers appropriately assigned / sufficient materials for every student / school facilities maintained in good repair, Priority 2 - Implementation of State Standards, and Priority 7 - A broad course of study / programs and services for	1. ELA: 50.7 points above level 3 (Very High); 8.7 points increase; Blue (Highest) Performance Level Math: 2.3 points above level 3 (High); 7.8 points decline from prior year; Yellow (Average) Performance Level 2. 100% properly credentialed teachers documented in	Metric and Outcome 1. ELA: 52 points above Level 3 (Very High); 1.3 point increase; Blue (Highest) Performance Level. Math: 7.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.	Metric and Outcome 1. ELA: 53 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level. Math: 12.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.	Metric and Outcome 1. ELA: 54 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level. Math: 17.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

<p>unduplicated pupils and Students with Disabilities.</p> <p>3. Priority 2 - Implementation of State Standards</p>	<p>personnel files. IM Resolution documented 100% of students had sufficient materials. Annual FIT documented facilities to be in good repair..</p> <p>3. IM Resolution reflects 100% of curricula adopted according to state standards. 100% of teacher plan books reflect broad courses of study and academic lessons based upon state standards and adopted curricula for all students including unduplicated pupils and Students with Disabilities.</p>	<p>2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair.</p> <p>3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and enrichment classes/activities.</p>	<p>2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair.</p> <p>3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and enrichment classes/activities.</p>	<p>2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair.</p> <p>3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and enrichment classes/activities.</p>
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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:

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

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income</p>
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increae academic learning.

2018-19

New Modified Unchanged

Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increae academic learning.

2019-20

New Modified Unchanged

Provide additional support to the cafeteria fund in order to ensure all low-income/at-risk students receive a nutritious lunch every day to increae academic learning.

BUDGETED EXPENDITURES

2017-18

Amount: \$10,735
Source: Supplemental and Concentration
Budget Reference: 7000-7439: Other Outgo
RS 0001 OBJ 7016

2018-19

Amount:
Source:
Budget Reference:

2019-20

Amount:
Source:
Budget Reference:

Action **2**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

1. Maintain availability of support for the after-school Homework Club for 5 days per week, provide after-school opportunities for a variety of academic/extracurricular activities.
2. Provide counseling time three days per week.
3. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.
4. Provide teachers to support the intervention program, one-on-one and small group instruction.
5. Purchase supplemental materials and supplies.
6. Provide professional development training in integrating CCSS.
7. Provide technology support for low- income students who have limited access to technology.

2018-19

New Modified Unchanged

1. Maintain availability of support for the after-school Homework Club for 5 days per week, provide after-school opportunities for a variety of academic/extracurricular activities 2 weeks a month.
2. Provide counseling time three days per week.
3. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.
4. Provide teachers to support the intervention program, one-on-one and small group instruction.
5. Purchase supplemental materials and supplies.
6. Provide professional development training in integrating CCSS.
7. Provide technology support for low- income students who have limited access to technology.

2019-20

New Modified Unchanged

1. Maintain availability of support for the after-school Homework Club for 5 days per week, provide after-school opportunities for a variety of academic/extracurricular activities 2 weeks a month.
2. Provide counseling time three days per week.
3. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.
4. Provide teachers to support the intervention program, one-on-one and small group instruction.
5. Purchase supplemental materials and supplies.
6. Provide professional development training in integrating CCSS.
7. Provide technology support for low- income students who have limited access to technology.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	1. \$13,091
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
Amount	2. \$25,251
Source	Supplemental and Concentration

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	1000-1999: Certificated Personnel Salaries RS 0001 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	3A. \$33,522 3b.3,334	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries a.RS 0001 OBJ 2105-3332 b. RS 3010 OBJ 2100-3999	Budget Reference		Budget Reference	
Amount	4. \$16,544	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 3010 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	5. \$2,840	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies RS 0001 OBJ 4310	Budget Reference		Budget Reference	
Amount	6. \$2,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210	Budget Reference		Budget Reference	
Amount	7. \$12,646	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999	Budget Reference		Budget Reference	

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

1. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African drums.
2. Purchase additional materials and supplies for the music program.
3. Maintain counseling services for all students.
4. Provide classroom aides to maintain academic support within classrooms.
5. Provide CCSS aligned textbooks
6. Maintain a safe, enriching after school program

2018-19

New Modified Unchanged

- Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir.
- Purchase additional materials and supplies for the music program.
- Maintain counseling services for all students.
- Provide classroom aides to maintain academic support within classrooms.
5. Provide CCSS aligned textbooks
6. Maintain a safe, enriching after school program

2019-20

New Modified Unchanged

- Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir.
- Purchase additional materials and supplies for the music program.
- Maintain counseling services for all students.
- Provide classroom aides to maintain academic support within classrooms.
5. Provide CCSS aligned textbooks
6. Maintain a safe, enriching after school program

BUDGETED EXPENDITURES

2017-18

Amount 1. \$13,856

2018-19

Amount \$10,908

2019-20

Amount

Source	LCFF	Source	LCFF	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999	Budget Reference	1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999	Budget Reference	
Amount	2. \$3266	Amount	2. \$3266	Amount	
Source	Lottery	Source	Lottery	Source	
Budget Reference	4000-4999: Books And Supplies RS 1100 OBJ 4310	Budget Reference	4000-4999: Books And Supplies Rs 1100 OBJ 4310	Budget Reference	
Amount	3.\$4438	Amount	3. \$4438	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999	Budget Reference	1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999	Budget Reference	
Amount	4.\$13,063	Amount	4. \$13,063	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999	Budget Reference	2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999	Budget Reference	
Amount	5. \$6525	Amount	5. \$6,525	Amount	
Source	Lottery	Source	Lottery	Source	
Budget Reference	4000-4999: Books And Supplies RS 6300 OBJ 4110	Budget Reference	4000-4999: Books And Supplies RS 6300 Ofj 4110	Budget Reference	
Amount	5.\$6,000	Amount	5. \$6,000	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	4000-4999: Books And Supplies RS 0000 OBJ 4110	Budget Reference	4000-4999: Books And Supplies RS 0000 OBJ 4110	Budget Reference	
Amount	6. \$35,005	Amount	6. \$35,005	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999	Budget Reference	2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999	Budget Reference	

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <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

- 1.. Maintain properly credentialed teachers for all teaching positions.
- 2.. Provide training to ensure all teachers integrate Common Core State Standards
- 3.. Purchase of supplemental materials and supplies.

2018-19

New Modified Unchanged

- 1.. Maintain properly credentialed teachers for all teaching positions.
- 2.. Provide training to ensure all teachers integrate Common Core State Standards
- 3.. Purchase of supplemental materials and supplies.

2019-20

New Modified Unchanged

- 1.. Maintain properly credentialed teachers for all teaching positions.
- 2.. Provide training to ensure all teachers integrate Common Core State Standards
- 3.. Purchase of supplemental materials and supplies.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Source	Title II	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	1. \$183,275	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	1. \$19,697	Amount		Amount	
Source	Other	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	1. \$372,804	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999	Budget Reference		Budget Reference	
Amount	2. \$ 4000	Amount		Amount	
Source	Lottery	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210	Budget Reference		Budget Reference	
Amount	3. 6,908	Amount		Amount	
Source	Lottery	Source		Source	
Budget Reference	4000-4999: Books And Supplies RS 1100 OBJ 4310	Budget Reference		Budget Reference	
Amount	3.\$6553	Amount		Amount	
Source	LCFF	Source		Source	

Budget Reference	4000-4999: Books And Supplies RS 0000 OBJ 4310	Budget Reference		Budget Reference	
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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

1. Provide support and instruction for students with disabilities.
2. Provide material and supplies for students with disabilities.

2018-19

New Modified Unchanged

1. Provide support and instruction for students with disabilities.
2. Provide material and supplies for students with disabilities.

2019-20

New Modified Unchanged

1. Provide support and instruction for students with disabilities.
2. Provide material and supplies for students with disabilities.

BUDGETED EXPENDITURES

2017-18

Amount 1. \$57,192

2018-19

Amount

2019-20

Amount

Source	Special Education	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries RS 6500, OBJ1000-3999	Budget Reference		Budget Reference	
Amount	1A. 23,446 1B. \$1,500	Amount		Amount	
Source	Special Education	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999	Budget Reference		Budget Reference	
Amount	1. 11,059	Amount		Amount	
Source	Special Education	Source		Source	
Budget Reference	7000-7439: Other Outgo RS 6500, OBJ 7142	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Increase regular and timely attendance on a daily basis.

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

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

[Identified Need](#)

100% of the parents of absent/tardy students will be contacted 100% of the time when their student is absent in the 2017- 2018 school year. The goal of 100% for 2016-2017 was met as recorded by the attendance binder kept by the school secretary.

Improve overall student attendance by 0.8%, with P2 report in 2018 indicating that the attendance rate is up to 96%. Previous goal for 2016-2017 of a 96% attendance rate was not met. There was an 0.6% decline from the '15-'16 P2 reported rate of 95.8% attendance to the '16-'17 P2 reported rate of 95.2% overall student attendance. Improvement of chronic absenteeism rate by 1% for '16-'17 was met and exceeded as based upon P2 report. Maintain a chronic absenteeism rate not to exceed 1%.

100% of parents and students will indicate that the school stresses the importance of good attendance when they are surveyed in the spring of 2018. 97% of the parents and students surveyed in the spring of 2017 indicated that the school stressed the importance of good attendance,

40% of the students will indicate on the spring 2018 survey that they have participated in the counseling program as compared to the 35% in 2017. Permission slips signed by parents for students to participate in the program will increase from the 44% in 2017 to 45% in 2017-2018.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1,2,3. - Priority 5 - School attendance rates, chronic absenteeism	1. 100% of parents contacted daily about absences and tardies. ADA was 95.2% in 2016-2017.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily.

<p>4. Priority 6 - Pupil suspension and expulsion rates.</p> <p>5. Priority 6 - Pupil safety and Connectedness</p> <p>6. Priority 3 - Parent Involvement</p>	<p>2. Chronic absentee rate was 1% for 2016-2017. Data tracked daily by PowerSchool and reported every two weeks.</p> <p>3. Middle school drop-out rate is 0%.</p> <p>4. Suspension rate is 4%. Expulsion rate is 0%.</p> <p>5. 82% of students surveyed indicated they felt safe at school.</p> <p>6. 97% of parents surveyed indicated the school stressed the importance of regular attendance.</p>	<p>ADA will increase to 96% in 2017-2018.</p> <p>2. Maintain chronic absenteeism rate of no more than 1% of student population.</p> <p>3. Maintain middle school drop-out rate of 0%.</p> <p>4. Suspension rate of 3% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.</p> <p>5. 85% of pupils surveyed in Spring of '18 will indicate they feel safe at school. Add question of connectedness to survey in Spring of 18.</p> <p>6. 98% of parents surveyed will indicate the school stressed the importance of regular attendance.</p>	<p>ADA will increase to 96% in 2017-2018.</p> <p>2. Maintain chronic absenteeism rate of no more than 1% of student population.</p> <p>3. Maintain middle school drop-out rate of 0%.</p> <p>4. Suspension rate of 3% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.</p> <p>5. 87% of pupils surveyed will indicate they feel safe at school. Improve student response to connectedness by 3%.</p> <p>6. 98% of parents surveyed will continue to indicate the school stressed the importance of regular attendance.</p>	<p>ADA will increase to 96% in 2017-2018.</p> <p>2. Maintain chronic absenteeism rate of no more than 1% of student population.</p> <p>3. Maintain middle school drop-out rate of 0%.</p> <p>4. Suspension rate of 3% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.</p> <p>5. 90% of pupils surveyed will indicate they feel safe at school. Improve student response to connectedness by 3%.</p> <p>6. 98% of parents surveyed will continue to indicate the school stressed the importance of regular attendance.</p>
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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:

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p>	<p>1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p>	<p>1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)</p> <p>Improve student and parent information regarding importance of timely school attendance on a daily basis.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1. \$3,470	Amount: _____	Amount: _____
Source: Supplemental and Concentration	Source: _____	Source: _____
Budget Reference: 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406	Budget Reference: _____	Budget Reference: _____
Amount: 2. \$0	Amount: _____	Amount: _____
Budget Reference: no additional cost	Budget Reference: _____	Budget Reference: _____

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Maintain frequency of computer analysis at every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.
2. Maintain secretarial time in order to track absences and tardies and send out truancy notices as warranted.
3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

2018-19

New Modified Unchanged

1. Maintain frequency of computer analysis at every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.
2. Maintain secretarial time in order to track absences and tardies and send out truancy notices as warranted.
3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

2019-20

New Modified Unchanged

1. Maintain frequency of computer analysis at every two weeks in order to track absences and tardies through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.
2. Maintain secretarial time in order to track absences and tardies and send out truancy notices as warranted.
3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

BUDGETED EXPENDITURES

2017-18

Amount 1. \$0

2018-19

Amount

2019-20

Amount

Budget Reference	Cost in goal 2 action 1	Budget Reference		Budget Reference	
Amount	2. \$0	Amount		Amount	
Budget Reference	Cost in goal 2 action 1	Budget Reference		Budget Reference	

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

Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.

Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.

2018-19

New Modified Unchanged

Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.

Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.

2019-20

New Modified Unchanged

Identify students with chronic absenteeism by tracking absences through the use of PowerSchool, and notify parents in a timely fashion according to EC48260.

Students identified as having chronic absenteeism will have notices sent home, have a meeting scheduled with the district superintendent, and be referred to the school counselor.

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BUDGETED EXPENDITURES

2017-18

Amount \$0

Budget Reference Cost in goal 2 Action 1

2018-19

Amount

Budget Reference

2019-20

Amount 0

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Implement programs and activities to empower and challenge higher achieving students.

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

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

[Identified Need](#)

Using the newly implemented measure of ELA and mathematics, Fieldbrook students will move from 50.7 points above level 3, as measured by SBAC testing, in ELA to 52 points above. In mathematics the students will progress from 2.3 points below level 3 to 3-5 points above level 3 in the '17'18 school year. Increase student participation in after-school enrichment classes/activities from 4% of the total school population in the '16-'17 school year to 10% in the '17-'18 school year as monitored by parent and student surveys and enrichment classes/activities sign-in sheets.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Priority 4 - Pupil Achievement / CAASPP Scores 2. Local - Awards and Recognitions 3. Priority 3 - Parent Involvement	1. ELA: 50.7 points above level 3 (Very High); 8.7 points increase; Blue (Highest) Performance Level Math: 2.3 points above level 3 (High); 7.8 points decline from prior year; Yellow (Average) Performance Level 2. 4% of pupils attended after-school enrichment class as tracked on sign-in sheets. 43% of students received awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to,	Metric and Outcome 1. ELA: 52 points above Level 3 (Very High); 1.3 point increase; Blue (Highest) Performance Level. Math: 7.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level. 2. 10% of pupils will participate in after-school enrichment activities. 45% of students will receive awards of recognition for Honor Roll, school-wide special	Metric and Outcome 1. ELA: 53 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level. Math: 12.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level. 2. 15% of pupils will participate in after-school enrichment activities. 47% of students will receive awards of recognition for Honor Roll, school-wide special	Metric and Outcome 1. ELA: 54 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level. Math: 17.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level. 2. 20% of pupils will participate in after-school enrichment activities. 49% of students will receive awards of recognition for Honor Roll, school-wide special

	<p>History Day, Science Fair, Regional and County Spelling Bees.</p> <p>3. 90% of parents attended parent/teacher conferences as tracked by classroom teachers.</p> <p>35% of parents participated in the spring survey.</p> <p>25% of parents, including parents of students with disabilities, participated in family fun nights, special events (i.e. Lego Rumble, Art Show), and LCAP planning sessions, combined, as tracked by sign-in sheets.</p>	<p>projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.</p> <p>3. 92% of parents will attend parent/teacher conferences as tracked by classroom teachers.</p> <p>45% of parents will participate in spring survey.</p> <p>35% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.</p>	<p>projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.</p> <p>3. 93% of parents will attend parent/teacher conferences as tracked by classroom teachers.</p> <p>50% of parents will participate in spring survey.</p> <p>40% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.</p>	<p>projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.</p> <p>3. 94% of parents will attend parent/teacher conferences as tracked by classroom teachers.</p> <p>55% of parents will participate in spring survey.</p> <p>45% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.</p>
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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 type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] High Achieving</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)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain availability of enrichment activities such as foreign language, sports and field trips.

2018-19

New Modified Unchanged

Maintain availability of enrichment activities such as foreign language, sports and field trips.

2019-20

New Modified Unchanged

Maintain availability of enrichment activities such as foreign language, sports and field trips.

BUDGETED EXPENDITURES

2017-18

Amount 1. \$7898

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816

Amount 1. \$3200

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999

Amount 1. \$2300

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800

Amount 1.\$600

Source LCFF

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference 4000-4999: Books And Supplies
RS 0000, OBJ \$600

Budget Reference

Budget Reference

Action **2**

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

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

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

1. Provide professional development training in integrating CCSS with the newly adopted ELA and math curricula. to further engage high achieving students

2. Purchase of supplemental materials and supplies to further engage high achieving students

2018-19

New Modified Unchanged

1. Provide professional development training in integrating CCSS with the newly adopted ELA and math curricula. to further engage high achieving students

2. Purchase of supplemental materials and supplies to further engage high achieving students

2019-20

New Modified Unchanged

1. Provide professional development training in integrating CCSS with the newly adopted ELA and math curricula. to further engage high achieving students

2. Purchase of supplemental materials and supplies to further engage high achieving students

BUDGETED EXPENDITURES

2017-18

Amount 1. See Goal 1, Action 4

2018-19

Amount

2019-20

Amount

Amount

2. See Goal 1 Action 4

Amount

Amount

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

Maintain a safe, clean and welcoming environment for students, parents and staff, expand facilities in order to provide an additional classroom, and provide the most updated technology for our students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Fieldbrook School provides a safe, clean environment for its students. Full-time and part-time custodial and maintenance staff members maintain our facilities. School facilities have recently been completely modernized and easily accommodate the needs of our current enrollment, instructional programs, and any future increases in enrollment. We currently have eight classrooms, including a resource program room. Fieldbrook School also has a dedicated library, a music room, and a multi purpose room. The school was built in 1960 and is 51 years old. In 2006, Fieldbrook underwent modernization in the multipurpose room and replaced lighting with energy efficient lights, and built a stage, wall finishes, and specific changes to meet Americans with Disabilities Act (ADA) regulations (such as bathrooms and a lift). we are continuing to utilize prop 39 monies to improve energy efficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Priority 1 - School facilities maintained in good repair. 2. Priority 2 - Implementation of state standards	1. 100% of the parents who responded to the LCAP Survey (representing 35% of total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them. Shed built to expand facilities and allow for the opening of an additional classroom. Upgrading of parking lot in 2018-2019.	1. Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained. Completion of the shed project. Ongoing maintenance. 2. Internet/technology services to assist 100% of students in accessing CCSS.	1. Fieldbrook is planning to upgrade our parking lot in the 2018-2019 school year. Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained. 2. Internet/technology services to assist 100% of students in accessing CCSS.	1. Maintain facilities in good repair as documented by FIT. Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained. 2. Internet/technology services to assist 100% of students in accessing CCSS.

	2. Paid invoices and signed Technology Services Agreement indicate a secure infrastructure and availability of internet services for students.			
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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

1. Maintain full time Director of maintenance to ensure clean, safe and welcoming facilities.

2018-19

New Modified Unchanged

1. Maintain full time Director of maintenance to ensure clean, safe and welcoming facilities.

2019-20

New Modified Unchanged

1. Maintain full time Director of maintenance to ensure clean, safe and welcoming facilities.

2. Custodian to make sure facilities are in good operation, clean and safe

3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty

4. Provide fast and reliable internet service and technology supplies for our students so they can use on-line CCSS aligned curriculum.

5. Construction of a new shed to streamline facilities

2. Custodian to make sure facilities are in good operation, clean and safe

3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty

4. Provide fast and reliable internet service and technology supplies for our students so they can use on-line CCSS aligned curriculum.

2. Custodian to make sure facilities are in good operation, clean and safe

3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty

4. Provide fast and reliable internet service and technology supplies for our students so they can use on-line CCSS aligned curriculum.

BUDGETED EXPENDITURES

2017-18

Amount	1. \$65,773
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999
Amount	2. \$23,856
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999
Amount	3A. \$8964 3B. \$9689
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999
Amount	3C. \$1500 3D. \$3,888
Source	LCFF

2018-19

Amount	1. \$65,773
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries RS 0000, 8150 OBJ 2000-3999
Amount	2. \$23,856
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999
Amount	3A. \$8,964 3B. \$9689
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 3A. RS 0000 OBJ 4000-4999 3B. RS 8150 OBJ 4000-4999
Amount	3C. \$1,500 3D. \$3,888
Source	LCFF

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ 5000-5999 3D. Rs 0230, OBJ 5000-5999	Budget Reference	5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ 5000-5999 3D. RS 0230 OBJ 5000-5999	Budget Reference	
Amount	4A. \$2,307 4B. \$499	Amount	4A. \$2,307 4B. \$499	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	4000-4999: Books And Supplies 4A. RS 0000, OBJ 4000-4999 4B. RS 0000, OBJ 4000-4999	Budget Reference	4000-4999: Books And Supplies 4A. RS 0000, OBJ 4000-4999 4B. RS 0000, OBJ 4000-4999	Budget Reference	
Amount	4. \$7,260	Amount	4. \$7,260	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5000-5999	Budget Reference	5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5000-5999	Budget Reference	
Amount	5. \$409,641	Amount		Amount	
Source	Locally Defined	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 0230, OBJ 5800	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$88,220

Percentage to Increase or Improve Services: 8.31%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

For the 2017-2018 school year the district will spend approximately \$88,220, from supplemental/concentration funding, on providing services principally directed towards low income/at-risk students. As stated in Goal 1, Action 1, funding will be provided to the cafeteria in order to provide nutritional lunches for low income/at-risk students. In Goal 1, Action 2, supplemental/concentration funding will provide Homework Club after school, counseling services, intervention support, materials and supplies, professional development for teachers focused on strategies to integrate CCSS into the curricula, and technology support for low income/at-risk students. Fieldbrook School utilizes the Student Study Team approach (based on the RTI model) to determine student need and placement into the intervention program. Student need is based upon annual summative testing, interim tests, teacher observations and parent concern. Following the RTI model, the intervention program provides targeted instruction toward identified at risk-low income students. The use of supplemental/concentration funds allows classroom teachers and instructional assistants to lower the adult-to-student ratio, and can be assigned to target extra support to unduplicated students.

In all three actions for Goal 2, supplemental/concentration funding will be utilized to support secretarial time in order to monitor attendance, and to provide information home about the importance of timely and regular school attendance. Telephone calls will be made daily to ascertain reasons for absences and tardies. Notices and letters will be sent home concerning absences and tardies as needed, based upon the computer analysis every two weeks conducted by the secretary through the use of PowerSchool. Experience has shown us that the low income/at-risk students have the most difficulty with regular and timely attendance. In our own experience at Fieldbrook School during the past year the daily telephone calls made by the school secretary have proven to increase attendance. Students identified as chronically absent will continue to have parents notified by telephone calls and letters. If the chronic absenteeism persists the students will be referred to the Principal/Superintendent for meetings with the parents, and for counseling services. SARB referrals will be made according to guidelines set forth by California Education Code.

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	701,651.00	600,005.00	10,735.00	10,908.00	0.00	21,643.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	536,768.00	459,525.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	14,372.00	4,925.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	10,908.00	0.00	10,908.00
Lottery	17,952.00	8,697.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	132,559.00	126,858.00	10,735.00	0.00	0.00	10,735.00

* 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	701,651.00	600,005.00	10,735.00	10,908.00	0.00	21,643.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	5,000.00	9,692.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	38,709.00	39,251.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	555,408.00	493,028.00	0.00	10,908.00	0.00	10,908.00
2000-2999: Classified Personnel Salaries	42,046.00	39,053.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	39,067.00	12,836.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	21,421.00	6,145.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	10,735.00	0.00	0.00	10,735.00

* 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	701,651.00	600,005.00	10,735.00	10,908.00	0.00	21,643.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	5,000.00	5,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	0.00	4,692.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	38,709.00	39,251.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	510,084.00	445,283.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	10,908.00	0.00	10,908.00
1000-1999: Certificated Personnel Salaries	Lottery	3,200.00	4,353.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	42,124.00	43,392.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	42,046.00	39,053.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	18,635.00	8,492.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	14,752.00	4,344.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	5,680.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	3,049.00	750.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	14,372.00	4,925.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,000.00	470.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00	10,735.00	0.00	0.00	10,735.00

* 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	10,735.00	10,908.00	0.00	21,643.00
Goal 2	0.00	0.00	0.00	0.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	409,641.00	0.00	0.00	409,641.00

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