

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Green Point Elementary		
Contact Name and Title	Justin Wallace, Superintendent	Email and Phone	jwallace@greenpointsd.org , (707)668-5921

2017-20 Plan Summary

THE STORY

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

Green Point School is a small rural school serving grades k-8. With an ADA of 12 students, classrooms are multi-grade level and taught by highly qualified teachers using CCSS aligned materials. We provide an excellent educational opportunity that enables all students to achieve academic success and realize their full potential. We are located approximately 19 miles east of Blue Lake, California. Our school is nestled in a valley surrounded by redwood trees and adjacent to Redwood Creek. The school acts as a community meeting place for neighborhood groups including the Fire Wise Council and Neighborhood Watch.

The outcomes, metrics, and results in our LCAP are an approximate for a K-8 district. This district does not have a high school, English Language Learners, or Foster Youth. Therefore, the following metrics are not included.

- Access to state standards and ELD standards aligned to ELA for ELs
- % of pupils who have successfully completed a-g courses or approved CTE sequences
- % of ELs making progress toward English proficiency on CELDT or ELPAC
- EL reclassification rate
- % who have passed AP exam with a score of 3 or higher
- %who demonstrate college preparedness via EAP or subsequent indicators
- High School dropout rates
- High School graduation rates
- The Academic Performance Index

Due to our ADA of 12 students, no indicators are reported on the California Dashboard.

LCAP HIGHLIGHTS

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

This year's LCAP was successfully implemented as evidenced in the following areas.

- Through our maintenance and custodian positions we maintained a clean campus in good repair
- Engaged stakeholders this year through parent conferences and posting stakeholder meetings on the community bulletin board. This created multiple forums in which the stakeholders have many options to contribute input and we saw new faces and ideas directly due to this communication.
- Supported on-going professional development for our teachers. This has enabled the staff to initiate a new discipline and intervention program targeting student behavior.
- Supported staff development with emphasis in best teaching practice for new teachers and utilizing new technology in the classroom.
- Improve student achievement in the areas of Math and LA through providing additional resources and tools to the students. All students are on target to progress into the next grade based on district assessments.

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.

An increased emphasis in staff development with a focus on improving school climate has led to an improved perception of the school climate as indicated through stakeholder and student surveys.

GREATEST PROGRESS

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

Based on California Dashboard we have no performance indicators. This is directly due to our small ADA of 12 students.

Stakeholders and staff expressed an interest in bringing back the school counselor on a weekly basis because of increased changes in family dynamics, relocations, burdens from financial stressors etc..

GREATEST NEEDS

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

PERFORMANCE GAPS

There were no performance gaps in any state indicator due to our small ADA of 12 students.

Teachers reported performance gaps in areas of reading comprehension and math in some low income students based on district assessment tools.

INCREASED OR IMPROVED SERVICES

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

The district will be utilizing increased aide time and to provide academic intervention for low-income students struggling to meet grade level standards and to re-teach areas that those students show as below grade level based on district assessments.

Certificated staff will be utilized to assess low-income students and create engaging supports to bring students up to grade level and fill performance gaps based on district assessments.

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

\$294,941

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

\$251,521

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.

Central office expenditures are not included for a total of \$43,420 such as legal fees, audit fees, business services contract, and utilities.

\$194,273

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>All students will reach high academic standards in English Language Arts and Mathematics</p>
--	---

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<u>Metric</u>	
1) District Assessment for English Language Art	1) District assessments for reading have shown that 70% of students are proficient at grade level standards or above over a 3 year period.
2) CAASPP Interim Assessments for English Language Arts	2) District did not perform CAASPP interim assessments for Language Arts to create a broader assessment baseline for all students.
3) District Assessment for Mathematics	3) District assessments for mathematics have shown that 75% of students are proficient at grade level standards or above over a 3 year period.
4) CAASPP Interim Assessments for Mathematics	4) District did not perform CAASPP interim assessments for mathematics
5) CAASPP student performance	5) 65% of students at Green Point School are at, or above, the CAASPP state average for Language Arts and Mathematics
6) Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC	6) Current Adopted Curriculum for Language Arts - 100 % of students have access to instructional materials aligned to CCSS.
7) Teachers will be properly assigned	
8) Student access to enrollment in all required areas of study	
9) Individualized Education Plans (IEP)	

10) State PE testing

Outcome:

- 1) District assessments for reading will show that 70% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASPP interim assessments for Language Arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 75% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASPP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 65% of students at Green Point School will be at, or above, the CAASPP state average for Language Arts and Mathematics.
- 6) Adopt Curriculum for Language Arts - 100 % of students will have access to instructional materials aligned to CCSS.
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEP's.
- 10) 75% of students will fall in the Healthy Fitness Zone for state PE testing

7) 100% of teachers are highly qualified.

8) Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.

9) All students with disabilities did participate in programs indicated in student IEPs.

10) 75% of students fall in the Healthy Fitness Zone for state PE testing

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

Employ highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention for students.

ACTUAL

Employed highly qualified teachers with appropriate credentials to reduce class size and maintain low student to teacher ratio and more individualized attention for students.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$73,208 RS 0000, 1400, 5820, 4035	\$71,032 RS 0000, 1400, 5820, 4035

Action **2**

Actions/Services	PLANNED Employ Special Education Teacher for students with special education needs	ACTUAL Employed Special Education Teacher for students with special education needs
	Employ Speech Teacher for students with Speech and Language needs	Employed Speech Teacher for students with Speech and Language needs

Expenditures	BUDGETED	ESTIMATED ACTUAL
	RS 6500 \$8,655	RS 6500 \$8,643

Action **3**

Actions/Services	PLANNED Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.	ACTUAL Employed Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.
------------------	---	--

Expenditures	BUDGETED	ESTIMATED ACTUAL
	0000, GL 1133 \$1500	0000, GL 1133 \$3000

Action **4**

Actions/Services	PLANNED Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	ACTUAL Maintained Library Contract with HCOE as a teacher resource for instructional materials and support.
------------------	--	---

Expenditures	BUDGETED	ESTIMATED ACTUAL
	0000 \$200	0000 \$200

Action

5

Actions/Services

PLANNED
Implementing CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.

ACTUAL
Implemented CCSS curriculum by purchasing CCSS aligned materials in Mathematics and purchased supplemental materials in Language Arts.

Expenditures

BUDGETED
6300, 0000
\$500

ESTIMATED ACTUAL
6300, 0000
\$114

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.

All actions were implemented except for the staff not administering CAASSP interim assessments in grades 3-8. These were not implemented because the amount of staff time required outweighed the results available and staff choose to use formative and summative assessments. The actions and services provided in this school year helped establish a foundation for future academic growth of all students.

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

The actions/services were effective as evidenced by all students advancing at grade level as expected, IEP goals were met and have been increased in rigor and students have accessed and utilized curriculum through technology. CAASPP scores were inconclusive due to our low ADA numbers and the lack of students partaking in the Smarter balance testing for consecutive years at our school. Our district assessments show that students are performing at grade level and progressing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent for Action 1 due to the re-designation of a teaching position from 1.0 to .9 FTE. Action 3 had an increase due to costs associated with repairing old hardware. Action 5 showed a decrease in actual spending due to the use online resources and fewer consumables than anticipated throughout the year.

Describe Based on stakeholder feedback, the district will omit the need to proctor interim assessments of the CAASSP Tests (Outcome 2 and 4)., but instead, we will use teacher selected assessments to determine student progress. The district will also support the implementation of ELA curriculum meeting CCSS through supporting materials. (Outcome 6)

In next year's LCAP the district will provide funding to facilitate fieldtrips aligned with academic themes for enrichment. Also, funding will be supplied to better stock classrooms with supplies and materials to aid students' learning.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.

Based on stakeholder feedback, the district will omit the need to proctor interim assessments of the CAASSP Tests (Outcome 2 and 4). We will use teacher selected assessments to determine student progress. The district will not utilize a regular lab technician due to the purchase of new technology that does not require that expertise to maintain. In next year's LCAP the district will provide funding to facilitate fieldtrips aligned with academic themes for enrichment. Also, funding will be supplied to better stock classrooms with supplies and materials to aid students' learning.

Goal 2

All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric:

- 1) Facilities Inspection Tool (FIT)
- 2) Student suspension rates
- 3) Student expulsion
- 4) Middle School dropout rates
- 5) CA School Climate Survey
- 6) District developed Student Survey
- 7) District developed Parent Survey
- 8) Professional development

Outcome:

- 1) Inspection will show facility is in good repair
- 2) Will maintain student suspension rate at 0%
- 3) Will maintain expulsion rates at 0%.
- 4) The District will maintain middle school dropout rates at 0%.

ACTUAL

- 1) The FIT has show facility is in good repair.
- 2) The District maintained a student suspension rate of 0%
- 3) The District maintained an expulsion rate of 0%.
- 4) The District maintained a middle school dropout rate of 0%.
- 5) The District did not perform the CA School Climate survey
- 6) District developed Student survey indicated a positive learning environment : Average rating is good or better
- 7) District developed Parent survey indicated a positive learning environment : Average rating indicated good or better rating
- 8) 2/3 of the certificated district staff participated in professional development with a focus on classroom management through the NCBTP induction program for new teachers.

- 5) CA School Climate will indicate a positive learning environment : Average rating will be good or better
- 6) District developed Student survey will indicate a positive learning environment : Average rating will be good or better
- 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good or better
- 8) District staff will participate in professional development with a focus on classroom management. Staff agendas and district invoices will indicate professional development.

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 Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p>	<p>ACTUAL Provided safe and well maintained facilities by employing Custodial staff. Custodial staff was responsible for maintaining school cleanliness at a level which supported a welcome learning environment</p>
Expenditures	<p>BUDGETED 0000 OB 4374, 4381 \$1,010</p>	<p>ESTIMATED ACTUAL 0000 OB 4374, 4381 \$1,210</p>

Action **2**

Actions/Services	<p>PLANNED Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p>	<p>ACTUAL Provided professional development with a focus on classroom management. Staff participated in professional development including Responsive classroom, 2nd Step and or PBIS</p>
------------------	--	--

Expenditures	BUDGETED	ESTIMATED ACTUAL
	0000 \$400	0000 \$2487

Action **3**

Actions/Services	PLANNED	ACTUAL
	Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	Provided a safe and well maintained facility by employing landscaping staff. Landscaping staff was responsible for maintaining outdoor areas at a level which supports safe and positive environment.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	0000 OB 2213, 2214 \$4,021	0000 OB 2213, 2214 \$4,726

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.	All actions and services were executed to facilitate safe and positive environment. The CA School Survey was not used this year; stakeholders expressed interest in a new survey to be developed for students, staff, and stakeholders.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and services were effective as evidenced by maintaining a suspension rate of 0%. Facilities in good repair according to the FIT review. Stakeholder feedback indicated more emphasis on creating a positive school climate was needed. As a result, additional action items focusing on restorative practices will be budgeted for the 17-18 LCAP year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increases in Actions 1 and 3 reflected the need to address deferred maintenance and landscaping tasks at the school. Action 2 showed an increase in actual expense due to a new teacher participating in the NCBTP induction 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.	There will be an increase to planned expenditures on action 2.2 in order to facilitate more training to focus on behavior intervention. The CA school Climate survey will not be used. Stakeholders indicated that they would like a district survey to measure climate. In the next year's LCAP the district staff will provide oversight on the district's status and progress on improving school climate.

**Goal
3**

Maintain or improve high level of parent, student, and community involvement.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<u>Metric</u>	
1) Attendance at family events /logs	1) 100% of families, including parents of students with disabilities, participated in at least one family event.
2) Parent volunteer activity in each classroom	2) The district had a 10% parental participation, including parents of students with disabilities, in classroom activities.
3) Parent attendance at parent-teacher conferences	3) 80% of parents, including parents of students with disabilities, attended parent-teacher conferences.
4) Student attendance rates	4) The district maintained or improved on our 94% student attendance rates.
5) Chronic absenteeism more than 10%/ p2 counts formula in appendix	5) The district improved 8% to a 0% chronic absentee rate
<u>Outcome</u>	
1) 90% of families, including parents of students with disabilities, will participate in at least one family event.	
2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities.	
3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences.	
4) The district will maintain or improve on our 94% student attendance rates.	
5) The district will maintain or improve our 8% chronically absentee rate	

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the Firewise group and community meetings.

ACTUAL
Provided stipends to assist in Outreach programs: These included updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the Firewise group and community meetings.

Expenditures

BUDGETED
0000
\$400

ESTIMATED ACTUAL
0000
\$400

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.	Actions and services were completed as described. Due to the small nature of our district our staff members are expected to perform many tasks and are compensated appropriately.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were effective in helping facilitate the goal. The Staff diligently kept communication current with all stakeholders in the district. Surveys indicated that family's felt that the staff communicated regularly with them and received information in a timely manner. As a result, more parents participated in school activities as in prior years.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no differences in budgeted and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	An additional action will be made to this goal in next year's LCAP. Administrative staff will monitor outreach programs and update the district website. This change will be made in response to changes in district staffing.

Goal 4	Goal #4 The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.
---------------	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric:

- 1) District assessments for English Language Arts
- 2) CAASPP Interim Assessments for Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASPP Interim Assessments for Mathematics
- 5) CAASPP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing

Outcome:

- 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts
- 2) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 5) Identified Student population at Green Point School will approximate the CAASPP state average for Language Arts and Mathematics
- 6) Adopt Curriculum for Language Arts 100% of students will have access to instructional materials-aligned to state standards
- 7) 100% of teachers will be highly qualified
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.

ACTUAL

- 1) District assessments have shown that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts. This is indicated in individual summative assessments.
- 2) District did not use CAASPP interim assessments to create a baseline for all identified students
- 3) District assessments have shown that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics This is indicated in individual summative assessments.
- 4) District did not use CAASPP interim assessments to create a baseline for all identified students
- 5) Identified Student population at Green Point School did approximate the CAASPP state average for Language Arts and Mathematics
- 6) Current Adopted Curriculum for Language Arts - 100 % of students have access to instructional materials aligned to CCSS.
- 7) 100% of teachers are highly qualified
- 8) Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities do participate in programs indicated in student IEPs.
- 10) 75% of students fall in the Healthy Fitness Zone for State PE Testing.

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 Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p>	<p>ACTUAL Employed 2 Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p>
Expenditures	<p>BUDGETED \$73,208 RS 0000</p>	<p>ESTIMATED ACTUAL \$73,208 RS 0000</p>

Action **2**

Actions/Services	<p>PLANNED Employ a full-time teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning</p>	<p>ACTUAL Employed a full-time teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning, specifically directed to student that were low income and performing less than sufficiently on summative and formative assessments.</p>
Expenditures	<p>BUDGETED Supp/Conc \$46,933</p>	<p>ESTIMATED ACTUAL Supp/Conc \$46,877</p>

Action **3**

Actions/Services	<p>PLANNED Provide Breakfast and lunch for all students.</p>	<p>ACTUAL Provided Breakfast and lunch for all students.</p>
Expenditures	<p>BUDGETED Supp/Conc - \$700</p>	<p>ESTIMATED ACTUAL Supp/Conc - \$700</p>

Action **4**

Actions/Services	PLANNED Provide conflict management and student support through a part-time school counselor	ACTUAL The district was unable to fill a counselor position that became vacant
	BUDGETED Supp/Conc - \$7836	ESTIMATED ACTUAL Supp/Conc - \$0

Action **5**

Actions/Services	PLANNED Employ Special Education Teacher for students with Special education needs	ACTUAL Employed Special Education Teacher for students with Special education needs
	BUDGETED \$8,655 RS 6500	ESTIMATED ACTUAL \$8,643 RS 6500

Action **6**

Actions/Services	PLANNED Employ Speech Teacher for students with Speech and Language needs	ACTUAL Employed a Speech Teacher for students with Speech and Language needs
	BUDGETED 3310, 6500, OB 5800 - \$11,160	ESTIMATED ACTUAL 3310, 6500, OB 5800 - \$3685

Action **7**

Actions/Services	PLANNED Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing	ACTUAL Employed Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing
------------------	--	---

Expenditures	BUDGETED \$1,500 RS 0000 GL 1133	ESTIMATED ACTUAL \$3000 RS 0000 GL 1133
--------------	--	---

Action **8**

Actions/Services	PLANNED Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	ACTUAL Maintained Library Contract with HCOE as a teacher resource for instructional materials and support
------------------	---	--

Expenditures	BUDGETED \$200 RS 0000	ESTIMATED ACTUAL \$200 RS 0000
--------------	----------------------------------	--

Action **9**

Actions/Services	PLANNED Implementing CCSS Curriculum by purchasing client licenses and materials	ACTUAL Implemented CCSS Curriculum by purchasing client licenses and materials
------------------	--	--

Expenditures	BUDGETED \$500 RS 6300	ESTIMATED ACTUAL \$114 RS 6300
--------------	----------------------------------	--

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.	All actions were implemented except for curriculum adoption in EL and Certificated staff did not administer CAASSP interim assessments in grades 3-8. The actions and services provided in this school year helped establish a foundation for future academic growth of all students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services were effective as evidenced by all students advancing at grade level as expected, IEP goals were met and have been increased in rigor and students have accessed and utilized curriculum through technology. Supplemental concentration monies were used to provide an additional teacher that primarily worked with individual, unduplicated students with a focus on support in mathematics and ELA.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A significant decrease in budgeted speech services was due to contracting through another district for shared services. The implementation of web based teaching practices cut commuting costs for the teachers. The increased need of technological support created an excess in spending to facilitate the position. Estimated teacher salaries also decreased due to the re-designation from a 1.0 to a .9 fte for one of the certificated staff.
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.	Based on stakeholder feedback, the district will omit the need to proctor interim assessments of the CAASSP Tests (Outcome 2 and 4)., but instead, we will use teacher selected assessments to determine student progress.

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?

8/24 Staff review of LCAP goals.

9/14 Family/community meeting Stakeholders and students requested for LCAP process.

10/12 School Board review of LCAP and stakeholder involvement

11/23 site council review of goals

12/14 Staff meeting including CTA and CSEA members on goals and school climate

2/9 Board review of LCAP goals

2/9 staff survey creation

2/10 students surveys given and feedback received

2/16 site council and stakeholder review of survey results

3/9 Board reviewed progress on update of 16/17 LCAP

4/13 Board reviewed 16/17 LCAP update and proposed 17/18 LCAP

5/11 Board review of 16/17 LCAP and preliminary draft of 17/18 LCAP at a public meeting with stakeholders and staff present

6/1 Public Hearing of 17/18 LCAP

6/8 Adoption of 17/18 LCAP

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders indicated through discussion and survey results that a need to improve academic rigor was needed. An increase in funding towards a classroom aide will be included in the 2017 LCAP. An increase in professional development focusing on best teaching practices and core curriculum will be established in the 17-18 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	All students will reach high academic standards in English Language Arts and Mathematics		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The district has a need to provide additional support for identified students. The district has a need to refine baselines for district assessments in Language Arts and Mathematics. The district has a need to maintain or improve academic proficiency in Language Arts and Mathematics. There is a need to continue implementing CCSS Instructional Materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Assessment for English Language Art	District assessments for reading show that 70% of students are proficient at grade level standards or above	District assessments for reading will show that 80% of students are proficient at grade level standards or above	District assessments for reading will show that 80% of students are proficient at grade level standards or above	District assessments for reading will show that 80% of students are proficient at grade level standards or above
District Assessment for Mathematics	District assessments for mathematics show that 75% of students are proficient at grade level	District assessments for mathematics will show that 80% of students are proficient at grade level	District assessments for mathematics will show that 80% of students are proficient at grade level	District assessments for mathematics will show that 80% of students are proficient at grade level

	standards or above	standards or above	standards or above	standards or above
Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC student performance	Using Curriculum for Language Arts that is CCSS aligned- 100 % of students have access to instructional materials aligned to CCSS.	Using Curriculum for Language Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.	Using Curriculum for Language Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.	Using Curriculum for Language Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.
Student access to enrollment in all required areas of study	Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
Teachers will be properly assigned	100% of teachers are highly qualified	100% of teachers will be highly qualified	100% of teachers will be highly qualified	100% of teachers will be highly qualified
Individualized Education Plans (IEP)	All students with disabilities did participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.
State PE testing	75% of students fall in the Healthy Fitness Zone for state PE testing	75% of students will fall in the Healthy Fitness Zone for state PE testing	75% of students will fall in the Healthy Fitness Zone for state PE testing	75% of students will fall in the Healthy Fitness Zone for state PE testing

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ highly qualified teachers with appropriate credentials to reduce class size and maintains low student to teacher ratio and more individualized attention for students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$78,142	Amount:	Amount:
Source: LCFF, EPA, Title II, REAP (0000,1400,4035,5820,7690)	Source:	Source:
Budget: Certificated salaries and benefits	Budget:	Budget:

Reference

(GL-FN 1110-1000)

Reference

Reference

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 **2**

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ Special Education Teacher for students with special education needs Employ Speech Teacher for students with Speech and Language needs		

BUDGETED EXPENDITURES

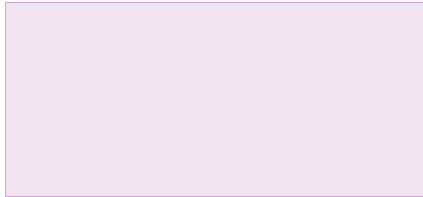
2017-18	2018-19	2019-20
<p>Amount</p> <p>a) \$8,785 b) \$296 c) \$3000 d) 665</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>a) Special Education - (0000,</p>	<p>Source</p>	<p>Source</p>

Budget
Reference

- 3310,3311,6500,7690)
- b) Special Education - (0000, 3310,3311,6500,7690)
- c) Special Education - (0000, 3310,3311,6500,7690)
- d) Special Education - (0000, 3310,3311,6500,7690)

- a) Certificate salary/benefits (GL 5XXX)
- b) Supplies
- c) Services
- d) Chargeback and indirect

Budget
Reference



Budget
Reference



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 **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1000	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Classified salaries/benefits GL-FN 1133-1000	Budget Reference:	Budget Reference:

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 **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$200	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Obj 5812	Budget Reference:	Budget Reference:

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 **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a) \$114 b) \$2685</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>a) Restricted Lottery (6300) b) LCFF, Lottery (0000,1100)</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>

Budget
Reference

- a) Obj 4110
- b) Obj 4310 & 4341

Budget
Reference

[Empty box]

Budget
Reference

[Empty box]

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 **6**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ a classroom aide to provide support to small groups and 1:1 interventions in the areas of mathematics and language arts.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,911	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Classified Salary/benefits (GL-FN 1110-1000)	Budget Reference:	Budget Reference:

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 **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide whole-school fieldtrips to support and enrich classroom curriculum.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1082	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Obj 5801 Obj 5715	Budget Reference:	Budget Reference:

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 **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1227	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Obj 5845	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

All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The district has a need to maintain school facility in good repair The district has a need to maintain low rates of suspension and expulsion. Green Point School District rates for 2015-2016 are as follows: .0% rate of suspension and 0% rate of expulsion The district has a need to maintain professional development for a positive learning environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	FIT shows the facilities are in good repair	FIT will show the facilities are in good repair	FIT will show the facilities are in good repair	FIT will show the facilities are in good repair
Student suspension rates	The District maintained a student suspension rate of 0%	The District will maintain a student suspension rate of 0%	The District will maintain a student suspension rate of 0%	The District will maintain a student suspension rate of 0%
Student expulsion	The District maintained an expulsion rate of 0%.	The District will maintain an expulsion rate of 0%.	The District will maintain an expulsion rate of 0%.	The District will maintain an expulsion rate of 0%.
Middle School dropout rates	The District maintained a middle school dropout rate of	The District will maintain a middle school dropout	The District will maintain a middle school dropout	The District will maintain a middle school dropout rate

	0%.	rate of 0%.	rate of 0%.	of 0%.
District developed Student Survey	District developed Student survey indicated a positive learning environment : Average rating is good or better	District developed Student survey will indicate a positive learning environment : Average rating is good or better	District developed Student survey will indicate a positive learning environment : Average rating is good or better	District developed Student survey will indicate a positive learning environment : Average rating is good or better
District developed Parent Survey	District developed Parent survey indicated a positive learning environment : Average rating indicated good or better rating	District developed Parent survey will indicate a positive learning environment : Average rating indicated good or better rating	District developed Parent survey will indicate a positive learning environment : Average rating indicated good or better rating	District developed Parent survey will indicate a positive learning environment : Average rating indicated good or better rating
Professional development	2/3 of the certificated district staff participated in professional development with a focus on classroom management through the NCBTP induction program for new teachers.	100% of the certificated district staff will participate in professional development with a focus on classroom management or best teaching practices	100% of the certificated district staff will participate in professional development with a focus on classroom management or best teaching practices	100% of the certificated district staff will participate in professional development with a focus on classroom management or best teaching practices

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide safe and well maintained facilities by employing Custodial/landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment. Prop 39 services will continue to provide safe and supportive learning environment	Provide safe and well maintained facilities by employing Custodial/landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment. Prop 39 services will continue to provide safe and supportive learning environment	Provide safe and well maintained facilities by employing Custodial/landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	<ul style="list-style-type: none"> a) \$4979 b) \$1413 c) \$1000 d) \$23,476 	Amount	<ul style="list-style-type: none"> a) \$4979 b) \$1413 c) \$1000 d) \$19,435 	Amount	<ul style="list-style-type: none"> a) \$4979 b) \$1413 c) \$1000
Source	<ul style="list-style-type: none"> a) LCFF (0000) b) LCFF (0000) c) LCFF (0000) d) Prop 39 (6230) 	Source	<ul style="list-style-type: none"> a) LCFF (0000) b) LCFF (0000) c) LCFF (0000) d) Prop 39 (6230) 	Source	<ul style="list-style-type: none"> a) LCFF (0000) b) LCFF (0000) c) LCFF (0000)
Budget Reference	<ul style="list-style-type: none"> a) Classified salary/benefits (GL-FN 1193-8xxx) b) Supplies c) Services d) Services 	Budget Reference	<ul style="list-style-type: none"> a) Classified salary/benefits (GL-FN 1193-8xxx) b) Supplies c) Services d) Services 	Budget Reference	<ul style="list-style-type: none"> a) Classified salary/benefits (GL-FN 1193-8xxx) b) Supplies c) Services

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 **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1500	Amount: \$200	Amount:
Source: LCFF (0000)	Source: LCFF (0000)	Source:
Budget: Obj 5210	Budget: Obj 5210	Budget:

Reference



Reference



Reference



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 **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ administrator to oversee the physical upkeep of the district, manage the workflow of the staff, and see that best practices are used for educating students and creating a positive working environment for students and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) \$8586 b) \$43,229	Amount _____	Amount _____
Source a) LCFF (0000, 7690) b) LCFF (0000)	Source _____	Source _____

Budget
Reference

- a) Certificated salary/benefits
(GL-FN 1110-2700)
- b) Certificated salary/benefits
(GL-FN 1192-7100)

Budget
Reference



Budget
Reference



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 **4**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide nutritious snacks to all students during the school day.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$510	Amount:	Amount:
Source: LCFF (0000)	Source:	Source:
Budget Reference: Obj 4700	Budget Reference:	Budget Reference:

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 **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide transportation to and from school ensuring access to public school education.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a) \$5353 b) \$5820 c) \$6457	Amount	Amount
Source	a) Transportation (0210) b) Transportation (0210) c) Transportation (0210)	Source	Source

Budget
Reference

- a) Classified Salary/benefits (GL-FN 1194-3600)
- b) Supplies
- c) Services

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 3

Maintain or improve high level of parent, student, and community involvement.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Due to budgetary constraints, the district relies on parent and community involvement in the every day workings of the school and classroom in order to remain within budget. Current average monthly volunteer hours = 20 hours Current event/meeting attendance = 50%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at family events /logs	100% of families, including parents of students with disabilities, participated in at least one family event.	100% of families, including parents of students with disabilities, will participate in at least one family event.	100% of families, including parents of students with disabilities, will participate in at least one family event.	100% of families, including parents of students with disabilities, will participate in at least one family event.
Parent support in decision making on campus	The district had 24% of all families participate in Site council and LCAP development meetings	The district will have 30% of all families participate in Site council and LCAP development meetings	The district will have 35% of all families participate in Site council and LCAP development meetings	The district will have 40% of all families participate in Site council and LCAP development meetings
Parent volunteer activity in each classroom	The district had a 10% parental participation, including parents of students with disabilities, in classroom activities.	The district will have 25% parental participation, including parents of students with disabilities, in classroom activities.	The district will have 25% parental participation, including parents of students with disabilities, in classroom activities.	The district will have 25% parental participation, including parents of students with disabilities, in classroom activities.
Parent attendance at parent-teacher conferences	80% of parents, including parents of students with disabilities, attended parent-teacher	100% of parents, including parents of students with disabilities, will attend parent-teacher	100% of parents, including parents of students with disabilities, will attend parent-teacher	100% of parents, including parents of students with disabilities, will attend parent-teacher

	conferences.	conferences.	conferences.	teacher conferences.
Student attendance rates	The district maintained our 94% student attendance rate.	The district will maintain a 94% student attendance rate or better.	The district will maintain a 94% student attendance rate or better.	The district will maintain a 94% student attendance rate or better.
Chronic absenteeism more than 10%/ p2 counts formula in appendix	The district improved 8% to a 0% chronic absentee rate.	The district will maintain a 0% chronic absenteeism rate.	The district will maintain a 0% chronic absenteeism rate.	The district will maintain a 0% chronic absenteeism rate.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the Firewise group and community meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: See above Goal 1.1	Amount:	Amount:
Source:	Source:	Source:
Budget:	Budget:	Budget:

Reference



Reference



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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 4	The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The district has a need to provide additional support for identified students. The district has a need to refine baselines for district assessments in Language Arts and Mathematics. The district has a need to maintain or improve academic proficiency in Language Arts and Mathematics. There is a need to continue implementing CCSS Instructional Materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Assessment for English Language Art	District assessments have shown that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts	District assessments will show that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts	District assessments will show that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts	District assessments will show that all identified students have made growth from Fall to Spring toward grade level proficiency in Language Arts
District Assessment for Mathematics	District assessments have shown that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics	District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics	District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics	District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in mathematics
Implement CCSS instructional materials:	Using Curriculum for	Using Curriculum for Language	Using Curriculum for Language	Using Curriculum for Language

Annual Board Resolution of Sufficiency of Instructional Materials and SARC student performance	Language Arts that is CCSS aligned- 100 % of students have access to instructional materials aligned to CCSS.	Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.	Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.	Arts that is CCSS aligned- 100 % of students will have access to instructional materials aligned to CCSS.
Student access to enrollment in all required areas of study	100% of Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	100% of Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	100% of Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.	100% of Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
Teachers will be properly assigned	100% of teachers are highly qualified	100% of teachers will be highly qualified	100% of teachers will be highly qualified	100% of teachers will be highly qualified
Individualized Education Plans (IEP)	All students with disabilities do participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.
State PE testing	75% of students fall in the Healthy Fitness Zone for State PE Testing.	80% of students will fall in the Healthy Fitness Zone for State PE Testing.	80% of students will fall in the Healthy Fitness Zone for State PE Testing.	80% of students will fall in the Healthy Fitness Zone for State PE Testing.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ a .6 FTE teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning principally directed to unduplicated students		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,975	Amount:	Amount:
Source: Supp/Conc (0001)	Source:	Source:
Budget Reference: Certificated salary/benefits (GL-FN 1110-1000)	Budget Reference:	Budget Reference:

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 **2**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input 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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Breakfast and lunch for all students.	Provide Breakfast and lunch for all students.	Provide Breakfast and lunch for all students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$700	Amount: _____	Amount: _____
Source: Supp/Conc (0001)	Source: _____	Source: _____
Budget Reference: Obj 4700	Budget Reference: _____	Budget Reference: _____

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 **3**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input 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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide transportation to low-income students to ensure stable attendance rates		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$9416	Amount:	Amount:
Source: Supp/Conc (0001)	Source:	Source:
Budget Reference: Encroachment (8988)	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 29,932	<u>Percentage to Increase or Improve Services:</u>	20.17 %
--	-----------	--	---------

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](#)).

Based on the proportionality calculator, the District is required to show increased or improved services valued at 20.50%. Green Point is a single school district, the increased supplemental concentration funds have been allocated to the one school site to support the actions and services below. To increase student support in low-income youth, the district will employ a .6 FTE highly qualified teacher (GL4-1). This will increase individual instruction time with low income youth. The district will also supply transportation to and from school for all low income youth (GL4-3). Finally, the district will provide breakfast and lunch for all unduplicated youth to help facilitate a healthy learning environment (GL4-2). Without the additional funding from the Supplemental Concentration Grant this additional assistance would not be possible.

