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|  | | **LCAP Year** | | | 2017–18  2018–19  2019–20 |
| **Local Control Accountability Plan and Annual Update (LCAP) Template** | | [Addendum:](#Addendum) General instructions & regulatory requirements.  [Appendix A](#Appendix_A): Priorities 5 and 6 Rate Calculations  [Appendix B:](#APP_B_GuidingQuestions) 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 | Kneeland Elementary | | | | |
| Contact Name and Title | Justin Wallace, Superintendent | | Email and Phone | [jwallace@kneelandsd.org](mailto:jwallace@kneelandsd.org)  (707)442-5472 | |

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| **[2017-20 Plan Summary](#Instructions_PlanSummary)**  **THE STORY**  Briefly describe the students and community and how the LEA serves them. |
| Kneeland School is a small rural school serving grades k-8. With an ADA of 25 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 17 miles east of Eureka, California. Our school is nestled upon rolling hills at an elevation of 2,800 feet and is surrounded by grassland and forest. The school acts as a community meeting place for neighborhood groups including the local volunteer fire department.  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 25 students, no indicators are reported on the California Dashboard. |

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| **LCAP HIGHLIGHTS**  Identify and briefly summarize the key features of this year’s LCAP. |
| This years 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 newly scheduled community meetings and quarterly reach-out newsletters. This created multiple forums in which the stakeholders have many options to contribute input and we saw new faces and ideas directly due to these programs. * Supported on-going professional development in the areas of school climate in coordination with the county office of education. This has enabled the school 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. |

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| **REVIEW OF PERFORMANCE** | |
| Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students. | |
| **GREATEST PROGRESS** | An increased emphasis in staff development with a focus on improving school climate has lead to an improved perception of the school climate as indicated through stakeholder and student surveys. |

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| Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement? | |
| **GREATEST NEEDS** | Based on California Dashboard we show the greatest need in School suspension rates. The district plans to address this need through positive intervention systems and professional development for staff to address school climate.  Using level 3 as a standard score on the CAASPP (level 3 indicates standard has been met), 66% of the students that took the test scored at or above level 3 in English Language Arts and 41.8% of all students taking the test are at or above level 3 in Mathematics. Stakeholders expressed a need to improve core academic curriculum.  Stakeholders also expressed an interest in increasing exposure to the Arts and enrichment classes. |

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| 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** | Due to the district ADA of 25 students there are no identified groups and therefore there are no performance gaps.  The entire school showed a decline in both math (10.2 points) and ELA (9.3 points) scores based on the CAASPP level 3 ranking. The district will focus aide time to support intervention and eliminating gaps in learning based on district evaluation tools. |

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| **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 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 their assessments. |

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| **[BUDGET SUMMARY](#Instructions_BudgetSummary)**  Complete the table below. LEAs may include additional information or more detail, including graphics. |

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| **DESCRIPTION** | **AMOUNT** |
| Total General Fund Budget Expenditures for LCAP Year | $479,397 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $402,887 |

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| 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 $76,510 such as legal fees, audit fees, business services contract, Prop 39 and utilities. |

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| $356,098 | Total Projected LCFF Revenues for LCAP Year |

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| **[Annual Update](#Instructions_AU)** | **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.

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| **Goal 1** | 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| **Metric**:   1. District assessments for English Language Arts 2. CAASP Interim Assessments for English Language arts 3. District assessment District assessments for Mathematics 4. CAASP Interim Assessments for Mathematics 5. CAASP Student performance 6. Implement CCSS Instructional Materials: Annual Board resolution of sufficiency of instructional materials and SARC 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  11) Science Fair Participation  **Outcome:**  1) District assessments for reading will show that 78% 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 83% 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) 70% of students at Kneeland 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 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  11) 90% of students in grades 4-8 will participate in District Science Fair | | | **Outcome:**  1) As of May 1, 2017 the district shows that 80% of students are proficient or above at grade level standards in reading.  2) The district did not mandate teachers to proctor interim assessments this year.  3) As of May 1, 2017 the district shows 68% of students are proficient or above at grade level standards in math.  4) The district did not mandate teachers to proctor interim assessments  5) 66% of the students that took the test scored at or above level 3 in English Language Arts and 41.8% of all students taking the test are at or above level 3 in Mathematics.  6) The district has not adopted new ELA curriculum, but has provided resources to enrich the current curriculum to 100% of students that are aligned to state standards.  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 have participated in programs indicated in student IEPs.  10) 84% of students fell in the Healthy Fitness Zone for State PE Testing  11) 100% of students in grades 4-8 participated in the District Science Fair |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| 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  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB | ACTUAL  Employed Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB |
| Expenditures | | BUDGETED  TeacherSalaries:  RS 0000, 1400, 4035, 5820  OBJ 1100 = $176,213 | ESTIMATED ACTUAL  **Teacher Salaries**  RS 0000, 1400, 4035, 5820  OBJ 1100 = $167,557 |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | Employ Special Education Teacher for student with Special education needs.  Employ Speech Teacher for students with Speech and Language needs | ACTUAL  Employed Special Education Teacher for students with Special education needs.  Contracted Speech Teacher services for students with Speech and Language needs |
| Expenditures | | RSP Salary:  RS 3310, 6500,  OB 1104 = $12,143  Speech Salary  RS 6500,  OB 5819 = $10,352 | ESTIMATED ACTUAL  RSP Salary:  RS 3310, 6500,  OB 1104 = $12,810  Speech Salary  RS 6500,  OB 5819 = $3120 |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance | ACTUAL  Employed Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance |
| Expenditures | | BUDGETED  Classified Instructional Aide Salary  RS 0000,  OBJ 2100 = $3,973 | ESTIMATED ACTUAL  Classified Instructional Aide Salary  RS 0000,  OBJ 2100 = $3,995 |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing. | ACTUAL  Employed Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing |
| Expenditures | | BUDGETED  Computer Lab Technician  RS 0000,  OBJ 5800 = $ 3,870 | ESTIMATED ACTUAL  Computer Lab Technician  RS 0000,  OBJ 5800 = $ 1,800 |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | 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  LibraryContract  RS 0000, 1100,  OBJ 5812 = $450 | ESTIMATED ACTUAL  LibraryContract  RS 0000, 1100,  OBJ 5812 = $450 |

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| Action  **Draft** | **6** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district | ACTUAL  Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district |
| Expenditures | | BUDGETED  Information Network Service Contract  RS 1100  OBJ 5845 $2,567 | ESTIMATED ACTUAL  Information Network Service Contract  RS 1100  OBJ 5845 $2,639 |

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| Action  **Draft** | **7** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts. | ACTUAL  Implemented CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts. |
| Expenditures | | BUDGETED  Textbook Purchase  RS 6300,  OBJ 4110 = $1,000 | ESTIMATED ACTUAL  Textbook Purchase  RS 6300,  OBJ 4110 = $582 |

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| Action  **Draft** | **8** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ instructional aide to assist in student learning  For low income pupils:  For English learners:  Not applicable as we have no students designated for foster youth:  Not applicable as we have no students designated for redesignated fluent English proficient pupils:  Not applicable as we have no students designated | ACTUAL  Employed instructional aide to assist in student learning in the following areas    For low income pupils: Aide will provide 1:1 support in the areas of mathematics and Language Arts  For English learners: none designated  Not applicable as we have no students designated for foster youth:  Not applicable as we have no students designated for redesignated fluent English proficient pupils:  Not applicable as we have no students designated |
| Expenditures | | BUDGETED  Instructional Aide Supplemental Concentration / Grant see goal #4 | ESTIMATED ACTUAL  **Total cost is referenced in** goal #4 |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| 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. CAASSP scores indicate a decline of 10.2 points in math and a decline of 9.3 points in ELA. Although there was a decline in scores, the percentage of students performing at level 3 in ELA increased from 30 to 38%. There was a decline in percentage of students performing at level 3 in math from 25% to 19%. Supplemental concentration monies will be used to provide aide support to unduplicated students with a focus on support in mathematic 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 acquisition of new technology allowed a decrease in the need of a computer lab technician due to the lack of time that was allocated to repairing failing hardware and updating software. Estimated teacher salaries also decreased due to the hiring of a 2nd year teacher replacing a more tenured teacher at a higher salary rate. |
| 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. 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. |

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| **Goal 2** | 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](#Instructions_AU_AnnMeasOutcomes) | | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | | **ACTUAL** | | | |
| **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 or improve student suspension rate at or below .037% 3. Will maintain expulsion rates at 0%. 4. The District will maintain Middle School dropout rates at 0%. 5. Ca School Climate will indicate a positive learning environment : Average rating will be good 6. District developed Student survey will indicate a positive learning environment : Average rating will be good 7. District developed Parent survey will indicate a positive learning environment : Average rating will be good 8. District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development. | | | Outcome:  1) Inspection showed facility is in good repair   1. Improved student suspension rate to 0% from 3.7% 2. Maintained expulsion rates at 0%. 3. The District maintained Middle School dropout rates at 0%. 4. CA School Climate survey was not used this year 5. Student surveys indicated a positive learning environment: Average rating was good 6. District developed Parent survey indicated a positive learning environment: Average rating was good 7. District staff participated in professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development. | | |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| 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  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | 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 | ACTUAL  Provided safe and well maintained facilities by employing Custodial staff. Custodial staff maintained school cleanliness at a level which supported a welcome learning environment |
| Expenditures | | BUDGETED  Custodial Salaries  RS 0000  OBJ 2214 = $6,791  Custodial and Building Maint. Supplies  RS 0000, 8150, 0230  OBJ 4374 & 4381= $3,123 | ESTIMATED ACTUAL  Custodial Salaries  RS 0000  OBJ 2214 = $6,828  Custodial and Building Maint. Supplies  RS 0000, 8150, 0230, 6230  OBJ 4374 & 4381= $7,634 |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS | PLANNED  Provided professional development with a focus on positive behavior intervention. Staff participated in professional development focused on Responsive classroom and PBIS. The entire staff participated in 2 sessions. Two staff members participated in additional PD with classroom management intervention over 5 sessions during the school year. |
| Expenditures | | BUDGETED  Travel and Conferences 0000:  Unrestricted LCFF $1,200 | BUDGETED  Travel and Conferences 0000:  RS 6264  Unrestricted LCFF $4,660 |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  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 | PLANNED  Provided a safe and well maintained facility by employing landscaping staff. Landscaping staff was responsible for maintaining outdoor areas at a level which supported safe and positive environment |
| Expenditures | | BUDGETED  Landscaping Ongoing Major Maintenance  RS 8150  OBJ 2213 = $6,791 | BUDGETED  Landscaping Ongoing Major Maintenance  RS 8150  OBJ 2213 = $6828 |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| 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 the reduction in suspension rates from 3.7% to 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 implementation will be budgeted for the 17-18 LCAP year. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | An increase in building maintenance was due to the updating of the community water system holding tanks on campus. The increase in expenses for professional development reflects additional professional development for new 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. | There will be an increase to 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 for students, staff, and parents to measure climate.  In the next year’s LCAP the district will provide food to low income students for lunch and staff will provide oversight on the district’s status and progress on improving school climate. |

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| **Goal 3** | 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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| **Metric**   1. Attendance at family events /logs 2. Parent volunteer activity in each classroom 3. Parent attendance at parent-teacher conferences 4. Booster Club activities 5. Partnering with local organizations 6. Student attendance rates 7. Chronic absenteeism more than 10%/ p2 counts formula in appendix **Outcome** 8. 90% of families, including parents of students with disabilities, will participate in at least one family event. 9. The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 10. 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 11. 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 12. We will partner with at least three community organizations. 13. The district will maintain or improve on our 94.19% student attendance rates. 14. The district will maintain or improve on our .017% chronically absentee rate. | | | **Outcome**   1. 100% of families, including parents of students with disabilities, have participated in at least one family event. 2. The district had a 50% parental participation, including parents of students with disabilities, in classroom activities. 3. 100% of parents, including parents of students with disabilities, have attended parent-teacher conferences. 4. 100% of parents, including parents of students with disabilities, supported at least one PTO sponsored event. 5. We have partnered with The Kneeland Fire Dept., Astronomers of Humboldt and 4H. 6. The district had a 96% student attendance rate.   7) The district had a chronic absentee rate of 0% as of May 1, 2017 |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| 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  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt | PLANNED  Maintained employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt |
| Expenditures | | BUDGETED  Secretary Salary  RS 0000  OBJ 240 = $25,799 | BUDGETED  Secretary Salary  RS 0000  OBJ 240 = $25,941 |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Actions and services for this goal have met their goal as evidenced by stakeholder involvement in PTO functions, family events, and community partnerships. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The District Secretary has facilitated and coordinated communication between stakeholders and the school. Through the use of email, bulletins, and community mailing packages the district maintains a high participation rate between stakeholders and the school based on school function participation. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | N/A |
| 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 will be made to this goal. |

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| **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](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| **Metric:**   1. District assessments for English Language Arts 2. CAASP Interim Assessments for Language arts 3. District assessments for Mathematics 4. CAASP Interim Assessments for Mathematics 5. CAASP 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 11. Science Fair Participation   **Outcome:**   1. District assessments will show that all identified students are making growth from Fall to Spring towards grade level proficiency in language arts toward grade level proficiency in Language Arts 2. Identified Student population at Kneeland School will approximate the CAASPP state average for Language Arts 3. District assessments will show that all identified students are making growth from Fall to Spring in grade level proficiency on mathematics toward grade level proficiency in Mathematics 4. Identified Student population at Kneeland School will approximate the CAASPP state average for Mathematics   5) Adopt Curriculum for Language Arts 100% of students will have access to instructional materials-aligned to state standards  6) 100% of teachers will be highly qualified  7) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.  8) All students with disabilities will participate in programs indicated in student IEPs.  9) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.  10) 80% of students in grades 4-8 will participate in District Science Fair. | | | **Outcome:**  1) District assessments show that all identified students made growth from Fall to Spring as indicated on their report cards in ELA  2) The district did not mandate teachers to proctor interim assessments this year.  3) District assessments show that all identified students made growth from Fall to Spring as indicated on their report cards in mathematics toward grade level proficiency in Mathematics  4) The district did not mandate teachers to proctor interim assessments this year.  5) 50 % of the students were at or above the CAASPP state average for English Language Arts and 50 % of the students at Kneeland School were at, or above, the CAASPP state average for Mathematics.  6) The district has not adopted new ELA curriculum, but has provided resources to enrich the current curriculum to 100% of students that are aligned to state standards.  7) 100% of teachers are highly qualified  8) All Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.  9) All students with disabilities participated in programs indicated in student IEPs.  10) 96% of students fall in the Healthy Fitness Zone for State PE Testing.  11) 100% of students in grades 4-8 participated in District Science Fair. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| 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  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB | ACTUAL  Employed Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Special Education Teacher for student with Special education needs  Employ Speech Teacher for students with Speech and Language needs | ACTUAL  Employed Special Education Teacher for student with Special education needs  Contracted Speech Teacher with other district for students with Speech and Language needs |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Classified Instructional Aide to provide additional assistance for student learning | ACTUAL  Employed Classified Instructional Aide to provide additional assistance for student learning principally directed towards unduplicated students |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing | ACTUAL  Employed Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | 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  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **6** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district | ACTUAL  Maintained Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **7** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Implementing CCSS curriculum by purchasing consumables for My Math | ACTUAL  Implemented CCSS curriculum by purchasing consumables for My Math |
| Expenditures | | BUDGETED  See budgeted expenditures for Goal #1 | ESTIMATED ACTUAL  See budgeted expenditures for Goal #1 |

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| Action  **Draft** | **8** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Employ instructional aide to assist in student learning  For low income pupils:  For English learners:  Not applicable as we have no students designated For foster youth:  Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated | ACTUAL  Employed instructional aide to assist in student learning  For low income pupils: consumables were used for 1:1 intervention strategies with the assistance of an aide  For English learners: we did not have any this year.  Not applicable as we have no students designated for foster youth:  Not applicable as we have no students designated For redesignated fluent English proficient pupils:  Not applicable as we have no students designated |
| Expenditures | | BUDGETED  Instructional Aides Supplemental Concentration / Grant $21,637 | ESTIMATED ACTUAL  Instructional Aides Supplemental Concentration / Grant $21,486 |

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| [ANALYSIS](#Instructions_AU_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. | |
| **Empty Cell** | |
| 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. CAASSP scores indicate a decline of 10.2 points in math and a decline of 9.3 points in ELA. Although there was a decline in scores, the percentage of students performing at level 3 in ELA increased from 30 to 38%. There was a decline in percentage of students performing at level 3 in math from 25% to 19%. Supplemental concentration monies will be used to provide aide support to unduplicated students with a focus on support in mathematic 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 acquisition of new technology allowed a decrease in the need of a computer lab technician due to the lack of time that was allocated to repairing failing hardware and updating software. Estimated teacher salaries also decreased due to the hiring of a 2nd year teacher replacing a more tenured teacher at a higher salary rate. |
| 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. The district will also support the implementation of ELA curriculum meeting CCSS through supporting materials. (Outcome 6) |

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| [**Stakeholder Engagement**](#Instructions_SE_StakeholderEngagement) | |
| LCAP Year | x 2017–18  2018–19  2019–20 |
| **Empty Cell** | |
| 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? | |
| 8/26 Staff review of LCAP goals.  9/8 Family/community meeting Stakeholders requested for LCAP process.  10/25 School Board review of LCAP and stakeholder involvement  11/30 site council  12/6 Staff meeting on goals and school climate  1/18 site council survey creation  2/1 site council and stakeholder review of survey results  2/2 Student input survey to add to LCAP process  2/8 Board review of LCAP goal and stake holder survey results  3/8 Board reviewed progress on update of 16/17 LCAP  4/12 Board reviewed 16/17 LCAP update and proposed 17/18 LCAP  6/7 Public Hearing for the LCAP  6/14 LCAP adoption by the Kneeland School Board  \*NO local bargaining unit | |
| 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 school climate was needed. An increase in funding towards restorative justice and support will be included in the 17-18 LCAP. Stakeholders indicated that they also wanted to see improvement in core curriculum scores in all grades. An increase in professional development focusing on best teaching practices and core curriculum will be established in the 17-18 LCAP. | |

[**Goals, Actions, & Services**](#Instructions_GAS)

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** | All students will reach high academic standards In English Language Arts and  Mathematics | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Stakeholders have expressed through surveys and public meetings that core academic rigor needs to improve. The staff and Board have expressed a need to focus on core standards in order for students to achieve grade level academic expectations. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| District Assessments for language arts | Between Fall and Spring, 100% students tested showed growth on district approved, grade level assessments in language arts. | | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in language arts. | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in language arts. | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in language arts. |
| District assessment for mathematics | Between Fall and Spring, 100% students tested showed growth on district approved, grade level assessments in mathematics. | | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in mathematics. | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in mathematics. | Between Fall and Spring, 100% students tested will show growth on district approved, grade level assessments in mathematics. |
| CAASPP student performance | 66% of the students that took the test scored at or above level 3 in English Language Arts and 41.8% of all students taking the test are at or above level 3 in Mathematics. | | 75% of students perform at a level of 3 or better on CAASPP for Language Arts. 75% of students performed at a level of 3 or better on CAASPP for mathematics. | 75% of students perform at a level of 3 or better on CAASPP for Language Arts. 75% of students performed at a level of 3 or better on CAASPP for mathematics. | 75% of students perform at a level of 3 or better on CAASPP for Language Arts. 75% of students performed at a level of 3 or better on CAASPP for mathematics. |
| All teachers will be properly assigned | 100% of teachers are highly qualified | | 100% of teachers are highly qualified | 100% of teachers are highly qualified | 100% of teachers are highly qualified |
| Student access and enrollment in all required areas of study | 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education. | | 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education. | 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education. | 100% of Students are enrolled in all required areas of study, including PE, visual arts, dramatic arts, and outdoor education. |
| Individualized Education Plans (IEP) | All students with disabilities have participated in programs as indicated in their IEPs | | All students with disabilities have participated in programs as indicated in their IEPs | All students with disabilities have participated in programs as indicated in their IEPs | All students with disabilities have participated in programs as indicated in their IEPs |
| State PE testing | 84% of students fall in the healthy Fitness zone for State PE Testing | | 75% of students fall in the healthy Fitness zone for State PE Testing | 75% of students fall in the healthy Fitness zone for State PE Testing | 75% of students fall in the healthy Fitness zone for State PE Testing |
| Science Fair Participation | 100% of students in grades 4-8 will participate in the District Science Fair | | 90% of students in grades 4-8 will participate in the District Science Fair | 90% of students in grades 4-8 will participate in the District Science Fair | 90% of students in grades 4-8 will participate in the District Science Fair |
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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $190,762 | | | | Amount | |  | Amount |  |
| Source | | LCFF, EPA, Title II, REAP (0000,0016,1400,4035,5820,7690) | | | | Source | |  | Source |  |
| Budget Reference | | Certificated salary/benefit (GL-FN 1110-1000) | | | | Budget Reference | |  | Budget Reference |  |

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Employ Special Education Teacher for student with Special education needs.  Employ Speech Teacher for students with Speech and Language needs | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | 1. $14,399 2. $942 3. $10,207 4. $1044 | | | | Amount | |  | Amount |  |
| Source | | 1. Special Education (0000, 3310, 6500, 7690) 2. Special Education (0000, 3310, 6500) 3. Special Education (0000, 3310, 6500) 4. Special Education (0000, 3310, 6500) | | | | Source | |  | Source |  |
| Budget Reference | | 1. Certificated salary/benefits (Goal 5xxx) 2. Supplies 3. Services 4. Chargeback, indirect | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance | | | | | | Aide position will not be hired | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $6620 | | | | Amount | | 0 | Amount |  |
| Source | | LCFF (0000) | | | | Source | |  | Source |  |
| Budget Reference | | Classified salary/benefits (GL-FN 1110-1000) | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing. | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $1000 | | | | Amount | |  | Amount |  |
| Source | | LCFF (0000) | | | | Source | |  | Source |  |
| Budget Reference | | Services (GL-FN 1133-1000) | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain Library Contract with HCOE as a teacher resource for instructional materials and support | | | | | | Maintain Library Contract with HCOE as a teacher resource for instructional materials and support | | | Maintain Library Contract with HCOE as a teacher resource for instructional materials and support | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $450 | | | | Amount | |  | Amount |  |
| Source | | LCFF (0000) | | | | Source | |  | Source |  |
| Budget Reference | | Obj 5812 | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **6** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district | | | | | | Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district | | | Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $2267 | | | | Amount | |  | Amount |  |
| Source | | Lottery (RS 1100) | | | | Source | |  | Source |  |
| Budget Reference | | Obj 5845 | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **7** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts. | | | | | | Maintain CCSS curriculum by purchasing consumables for My Math, California Math and Language Arts | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | 1. $1000 2. $1465 | | | | Amount | | 1. $1000 2. $1465 | Amount |  |
| Source | | 1. Restricted Lottery (6300) 2. LCFF (0000) | | | | Source | | 1. Restricted Lottery (6300) 2. LCFF (0000) | Source |  |
| Budget Reference | | 1. Obj 4110 2. Supplies GL-FN 1110-1000 | | | | Budget Reference | | 1. Obj 4110 2. Supplies GL-FN 1110-1000 | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| Action | **8** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide fieldtrips to enrich education in core subjects. | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $5009 | | | | Amount | |  | Amount |  |
| Source | | LCFF, Fundraising (0000, 0016) | | | | Source | |  | Source |  |
| Budget Reference | | Obj 5801 | | | | Budget Reference | |  | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **9** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide materials/supplies to facilitate classroom learning and provide resources to students. | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $14838 | | | | Amount | |  | Amount |  |
| Source | | LCFF, Restricted Lottery, Fundraising (0000, 0016, 6300) | | | | Source | |  | Source |  |
| Budget Reference | | Obj 4310 (GL-FN 1110-1000) | | | | Budget Reference | |  | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

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** | Goal #2 All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention. | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | 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.  The district has a need to maintain professional development for a positive learning environment based on stakeholder feedback. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| Facility Inspection Tool (FIT) | Inspection shows facilities in good repair | | Inspection shows facilities in good repair | Inspection shows facilities in good repair | Inspection shows facilities in good repair |
| Student suspension rates | Student suspension rate 0% | | Maintain a 0% suspension rate | Maintain a 0% suspension rate | Maintain a 0% suspension rate |
| Middle school dropout rates | Middle school dropout rate of 0% | | Maintain middle school dropout rate of 0% | Maintain middle school dropout rate of 0% | Maintain middle school dropout rate of 0% |
| Student expulsion rate | Student expulsion rate of 0% | | Maintain student expulsion rate of 0% | Maintain student expulsion rate of 0% | Maintain student expulsion rate of 0% |
| District developed student survey | Student surveys have an average rating of good on climate | | Student survey have an average rating of good on climate | Student survey have an average rating of good climate | Student survey have an average rating of good on climate |
| District developed stakeholder/parent survey | Stakeholder surveys have an average rating of good; 76% of families participated | | Stakeholder surveys have an average rating of good; 80% of families will participate | Stakeholder surveys have an average rating of good; 80% of families will participate | Stakeholder surveys have an average rating of good; 80% of families will participate |
| Professional development | District staff participated in professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development | | District staff participated in at least 1 professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development | District staff participated in at least 1 professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development | District staff participated in at least 1 professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicated professional development |
| Parent involvement in IEPs and 504’s for Students with Disabilities and participation in School Site Council meetings and LCAP development meetings | 100 % of parents participated in IEPs and 504 for SWD and 23% of parents participated in SSC and LCAP development meetings | | 100 % of parents will participate in IEPs and 504 for SWD and 50% of parents of SWD participated in SSC and LCAP development meetings | 100 % of parents will participate in IEPs and 504 for SWD and 60% of parents of SWD participated in SSC and LCAP development meetings | 100 % of parents will participate in IEPs and 504 for SWD and 75% of parents of SWD participated in SSC and LCAP development meetings |
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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| 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** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide safe and well maintained facilities by employing Custodial staff and landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment and landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment. | | | | | | Provide safe and well maintained facilities by employing Custodial staff and landscaping staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment and landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | 1. $21,435 2. $2200 3. $1410 | | | | Amount | | 1. $14164 2. $2200 3. $1410 | Amount |  |
| Source | | 1. LCFF (0000, 8150) 2. LCFF (0000, 8150) 3. LCFF (0000, 8150) | | | | Source | | 1. LCFF (0000, 8150) 2. LCFF (0000, 8150) 3. LCFF (0000, 8150) | Source |  |
| Budget Reference | | 1. Classified salary/benefit (GL-FN 1193-8100/8110) 2. Supplies 3. Services | | | | Budget Reference | | 1. Classified salary/benefit (GL-FN 1193-8100/8110) 2. Supplies 3. Services | Budget Reference |  |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $700 | | | | Amount | |  | Amount |  |
| Source | | LCFF (0000) | | | | Source | |  | Source |  |
| Budget Reference | | Obj 5210 | | | | Budget Reference | |  | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_low - income\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| The district will provide a nutritious food to all low-income students | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $2000 | | | | Amount | | $2000 | Amount |  |
| Source | | Lottery (1100) | | | | Source | | LCFF and Lottery (RS 0000, 1100) | Source |  |
| Budget Reference | | Obj 4710 | | | | Budget Reference | | Obj 4710 | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  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. | | | | | | 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](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | 1. $29,078 2. $14,938 3. $750 | | | | Amount | | 1. $14,451 2. $8669 3. $750 | Amount |  |
| Source | | 1. LCFF (0000, 7690) 2. LCFF (0000) 3. LCFF (0000) | | | | Source | | 1. LCFF (0000, 7690) 2. LCFF (0000) 3. LCFF (0000) | Source |  |
| Budget Reference | | 1. Certificated salary/benefit (GL-FN 1110-2700) 2. Certificated salary/benefit (GL-FN 1192-7100) 3. Obj 5811 | | | | Budget Reference | | 1. Certificated salary/benefit (GL-FN 1110-2700) 2. Certificated salary/benefit (GL-FN 1192-7100) 3. Obj 5811 | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

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** | Goal #3 Maintain or improve high level of parent, student, and community involvement | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | The district has a need to maintain or improve our current level of parent, student, and community involvement.  The district currently has a 100% of families participate in family events.  The district currently has a 50% parental participation in classroom activities.  The district currently has 70% parental participation in PTO, Site Council and School Board activities.  The district currently has a 94% attendance rate for our students.  The district currently has a 0%c chronic absenteeism rate. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| Attendance at family events | 100% of families, including parents of students with disabilities, have participated in at least one family event. | | 90% or more of families, including parents of students with disabilities, have participated in at least one family event. | 90% or more of families, including parents of students with disabilities, have participated in at least one family event. | 90% or more of families, including parents of students with disabilities, have participated in at least one family event. |
| Parent volunteer activity in each classroom, including parents of students with disabilities | The district had a 50% parental participation, including parents of students with disabilities, in classroom activities, including parents of students with disabilities | | 50% of families will participate in at least one classroom activity, including parents of students with disabilities | 50% of families will participate in at least one classroom activity, including parents of students with disabilities | 50% of families will participate in at least one classroom activity, including parents of students with disabilities |
| Parent attendance at parent-teacher conferences | 100% of families participated in parent teacher conferences | | 100% of families will participate in parent teacher conferences | 100% of families will participate in parent teacher conferences | 100% of families will participate in parent teacher conferences |
| Partnering with local organizations | The school has partnered with three local organizations | | The school will partner with three local organizations | The school will partner with three local organizations | The school will partner with three local organizations |
| Booster Club activities | 100% of families, including parents of students with disabilities, supported at least one PTO sponsored event | | 80% of families, including parents of students with disabilities, will support at least one PTO sponsored event | 80% of families, including parents of students with disabilities, will support at least one PTO sponsored event | 80% of families, including parents of students with disabilities, will support at least one PTO sponsored event |
| Student attendance rates | The district had an attendance rate of 96% | | The district will maintain an attendance rate of 96% | The district will maintain an attendance rate of 96% | The district will maintain an attendance rate of 96% |
| Chronic absenteeism in more than 10%/ p2 counts formula in appendix | The district currently has a chronic absentee rate of 0% | | The district will maintain a chronic absentee rate of 0% | The district will maintain a chronic absentee rate of 0% | The district will maintain a chronic absentee rate of 0% |

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| 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** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified X Unchanged | |
| Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt | | | | | | Maintain employment of District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the volunteer fire department, 4-H, and the Astronomers of Humboldt | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $26,933 | | | | Amount | | $12,779 | Amount |  |
| Source | | LCFF (0000) | | | | Source | | LCFF (0000) | Source |  |
| Budget Reference | | Classified salary/benefit (GL-FN 1110-2700) | | | | Budget Reference | | Classified salary/benefit (GL-FN 1110-2700) | Budget Reference |  |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified X Unchanged | |
| The district will provide transportation for all students to a freshwater school for access to after school care and to facilitate family/school interaction and support. | | | | | |  | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | 1. $200 2. $30586 | | | | Amount | |  | Amount |  |
| Source | | 1. Transportation (0210) 2. Transportation (0210) | | | | Source | |  | Source |  |
| Budget Reference | | 1. Supplies (GL-FN 1194-3600/8100) 2. Services | | | | Budget Reference | |  | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

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** | 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 | | | | | |
| **Empty Cell** | | | | | | |
| **Empty Cell** | | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Stakeholders have expressed through surveys and public meetings that core academic rigor needs to improve. The staff and Board have expressed a need to focus on core standards in order for students to achieve grade level academic expectations. Unduplicated students are performing at a lower academic level than other students. | | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 | |
| District assessments for English Language Arts | District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA | | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in ELA | |
| District assessments for Mathematics | District assessments show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics | | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics | District assessments will show that 100% of identified students made growth from Fall to Spring as indicated on their report cards in mathematics | |
| CAASP Student performance  Implement CCSS Instructional Materials | The district has not adopted new ELA curriculum, but has provided resources to enrich the current curriculum to 100% of students that are aligned to state standards | | The District will provide resources to enrich the current curriculum to 100% of students that are aligned to state standards | The District will provide resources to enrich the current curriculum to 100% of students that are aligned to state standards | The District will provide resources to enrich the current curriculum to 100% of students that are aligned to state standards | |
| All 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 | |
| Student access and enrollment in all required areas of study | All Students are enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education. | | All Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education. | All Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education. | All Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education. | |
| Individualized Education Plans (IEP) | All students with disabilities participated 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 | 96% 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. | |
| Science Fair Participation | 100% of students in grades 4-8 participated in District Science Fair. | | 100% of students in grades 4-8 will participate in District Science Fair. | 100% of students in grades 4-8 will participate in District Science Fair. | 100% of students in grades 4-8 will participate in District Science Fair. | |
| |  | | --- | | [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | 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** | | **Empty Cell** | | **Empty Cell** | | | | | | | For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | | | [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | [Location(s)](#Instructions_PAS_Locations) | | | | 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](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | | | [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | | | [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | | | **2017-18** | | | | | | **2018-19** | | | **2019-20** | | | New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | | | Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for unduplicated students and small groups. | | | | | |  | | |  | | | [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | | | **2017-18** | | | | | | **2018-19** | | | **2019-20** | | | Amount | | $22,654 | | | | Amount | |  | Amount |  | | Source | | Supp/Conc (0001) | | | | Source | |  | Source |  | | Budget Reference | | Classified salary/benefits (GL-FN 1500-1000 | | | | Budget Reference | |  | Budget Reference |  | | Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | | | | | | |   [PLANNED ACTIONS / SERVICES](#Instructions_PAS) | | | | | |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. | | | | | |

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| --- | --- | --- | --- | --- |
| **[Demonstration of Increased or Improved Services for Unduplicated Pupils](#Instructions_DemIncreasedImproved)** | | | | |
| LCAP Year | 2017–18  2018–19  2019–20 | | | |
|  | | | | |
| [Estimated Supplemental and Concentration Grant Funds:](#Instructions_DII_EstSCFunds) | | $ 15,742 | [Percentage to Increase or Improve Services:](#Instructions_DII_PercentIncImprServices" \o "Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). Consistent with the requirements of 5 CCR 15496...) | 5.15 % |
| 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](#Instructions_DemIncreasedImproved)). | | | | |
| Based on the proportionality calculator, the District is required to show increased or improved services valued at 5.19%. This is a clear increase in support for an instructional aide (GL4-1) and will help identified students achieve academically in the classroom so they are able to function in their classrooms and work at their highest potential. Without the additional funding from the Supplemental Concentration Grant this additional assistance would not be possible. | | | | |