

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Fieldbrook Elementary

## Contact Name and Title

Daria Lowery

Superintendent/Principal

## Email and Phone

darialowery@nohum.k12.ca.us

707-839-3201

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Fieldbrook School District is a small, rural one-school district with eight classrooms serving students from Transitional Kindergarten through 8th grade. In the next school year, 2018-2019, we plan to have seven full-time classrooms. This change from eight classrooms to seven is due to declining enrollment. We are anticipating at least ten fewer students than the 2017-2018 school year. We pride ourselves on offering solid academic programs in a family-type setting, and promoting each student's self-worth and ability to become a responsible, contributing citizen. Fieldbrook School serves only one sub group: low income/at-risk students. We do not have any Foster Youth or English Language Learners, or any students who have been reclassified.

Fieldbrook School lies in the heart of Fieldbrook Valley, a very small, rural community with one market, a winery, and a volunteer fire department. The school is the focal point of the community, and as such, we make every attempt to include community in activities, performances and decision-making. Board meetings are posted at the local market, and activities, performances and sporting events are advertised there, as well. For sports, Fieldbrook School sponsors volleyball in the fall and girls' and boys' basketball in late fall and winter for 5th - 8th graders. These teams compete during their seasons against other local school districts of approximately the same size. This year our school also participated in cross-country running events in the fall, and some track events in the spring. Students in Kindergarten through 8th grade voluntarily competed in these events. This was a new endeavor for us, and one which we hope to expand in the future.

Fieldbrook School offers a wonderful music program that includes classroom music, beginning and intermediate violins, recorder, chorus, orchestra, and a 'Potpourii Class' that encompasses guitar, ukulele and percussion. An African/Steel Drum class is also offered for interested students taught by an instructor from Humboldt State University. We also provide an after-school program until 5:30, Monday through Friday. As part of the after-school program we offer a Homework Club Monday through Thursdays, and a Journalism Club that meets every Friday to learn about how to publish a school newspaper. This year they have worked with a professional photographer, and a local publishing company, and have published two school newspapers.

Measures are in place to track students' progress for the SBAC/CAASPP state testing. Our goals will be to improve our English Language Arts (ELA) scores back up to 50+ points above level 3 (with level 3 indicating students met grade level standards) based upon the '16-'17 testing results. As soon as the '17-'18 results are available our status will be calculated. Fieldbrook students decreased their ELA scores in '16-'17 by 4.4 points; however, Fieldbrook students continued scoring above level 3 (green) by 46.2 points, with blue being the highest level.

In the area of mathematics, and using the measure of distance from level 3 (met grade level standards), the students at Fieldbrook School scored 5 points above level 3 (green), gaining 2.6 points from the previous year (moving from 2.3 points above yellow level to 5 points above green).

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

## LCAP Highlights

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

This year's LCAP will focus on continuing to increase current academic growth, continuing to increase student accessibility to support services and extra-curricular activities, and to provide support to students to increase their connectivity to school. Fieldbrook School will continue to maintain the employment of highly qualified teachers, maintain sufficient materials aligned with the Common Core State Standards, and maintain a safe and clean learning environment. We will also be working to increase the number of enrichment activities offered as part of the after-school program. We will be focusing on scheduling one-to-two-week activities every six to eight weeks, in addition to the Journalism Club that was successfully established this year. These activities may include robotic Legos, a school play, local artists, and chess.

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

According to the California School Dashboard, we have a great deal to celebrate and growth still to be made. The following chart is a summary of performance at this point in time. This data, along with stakeholder input has informed and influenced this plan.

# Review of Performance

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

## Greatest Progress

The LEA is most proud of improvements that have taken place in three areas. The first area of success was in mathematics. Using the measure of distance from level 3 (met grade level standards), the students at Fieldbrook School scored 5 points above level 3, gaining 2.6 points from the previous year (moving from 2.3 points above yellow level to 5 points above green). At Fieldbrook School we have only two subgroups of students; low income/at-risk and white students that are significant enough in number to receive a student performance color. The low income/at-risk group measured 5.2 points above the green level, which is a solidly performing at grade level. The subgroup's performance is due in large part to the excellent intervention program provided to students who need additional academic support as determined by the Student Study Team process. All teachers at Fieldbrook School utilize best teaching practices and continually strive to reassess their methods and deliveries of curricula in order to meet the needs of every student. Although the students at Fieldbrook School declined in English Language Arts by 4.4 points, they maintained a very good status of 46.2 points above level 3.

Our Student Study Team (SST) process continues to be our second area of success. Twelve students were referred to the SST drug the '17-'18 school year. The team met with every parent and designed a plan to assist each one in their academic and/or social endeavors. Student progress was continually monitored and reviewed every 6-8 weeks to ascertain progress. For those not making progress, the SST revised their plan, usually moving to one-on-one support and increasing time-on task as appropriate. Continued monitoring led to some students meeting grade-level expectations and exiting the program, some who were continuing to make progress remaining in the program, and those not making adequate progress being fully assessed to ascertain whether or not they qualified for an IEP.

Our third area of success was the establishment of a Journalism Club as part of the after-school program. Three parents spear-headed this worthwhile endeavor, including two professional journalists. The Journalism Club was open to 4th through 8th graders, and 23% of that student population participated in the club. They learned about newspaper writing, toured two small publishing companies, learned about newspaper photography and how to interview. They published two school newspapers, which also included puzzles and contests.

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

## Greatest Needs

The greatest area of need is the suspension rate. Although CALPADS was not certified in time to reflect on the California Dashboard, Fieldbrook School had eight (8) students suspended over the course of the 2016-2017 school year. Those eight students represented 5% of the total population, setting our suspension rate at 5%, and putting us at the orange level. Therefore, the suspension rate did not meet standards, as level orange is one level below green (meeting standards).

Of the eight students who were suspended, six were low income/at-risk students. These six students constituted 4% of the total population, but 75% of the suspended student group. The district intends to drop the suspension rate by 2%, down to 3% of the total population. The teachers, the school counselor and the administrator will be implementing Restorative Practices, which are designed to provide support to students who are at-risk and/or in crisis before they 'fall through the cracks'. Additional counseling and alternative consequences will be provided to those students facing disciplinary challenges before they reach the level of suspension (except in those rare instances of violent acts).

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

Fieldbrook School only has one subgroup; the low income/at-risk students. The one subgroup did not score below the "all student" group in any area, in fact, the subgroup scored at the blue level in English Language Arts, which was above the green level of the "all student" group.

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.

## Increased or Improved Services

Previously addressed under Greatest Needs.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,574,467
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,104,766

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.

\$469,701 - Other General Administration Costs (Business Manager, materials and supplies, conferences, etc), Administration costs, General Operation costs (Utilites, Vehicle repairs, Water/sewer etc), Prop 39 expenses, STRS on behalf, Projected Foundation Grant awards.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$1,247,684

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7

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

## Annual Measurable Outcomes

**Expected**

**Actual**

Metrics/Indicators

1. Priority 4 - Student achievement / CAASPP scores

Baseline

1. ELA: 50.7 points above level 3 (Very High); 8.7 points increase; Blue (Highest) Performance Level

Math: In the area of mathematics, and using the measure of distance from level 3 (met grade level standards), the students at Fieldbrook School scored 5 points above level 3 (green), gaining 2.6 points from the previous year (moving from 2.3 points above yellow level to 5 points above green).

2017-2018

Metric and Outcome

1. ELA: 52 points above Level 3 (Very High); 1.3 point increase; Blue (Highest) Performance Level.

1. ELA: Scored 46.2 points above level 3 which was an actual decrease of 4.4 points from 2016-2017.

Math: Scored 5 points above level 3, which was 0.7 points higher than expected.

## Expected

### Metrics/Indicators

2. Priority 1 - Teachers appropriately assigned / sufficient materials for every student / school facilities maintained in good repair, Priority 2 - Implementation of State Standards, and Priority 7 - A broad course of study / programs and services for unduplicated pupils and Students with Disabilities.

### Baseline

2. 100% properly credentialed teachers documented in personnel files. IM Resolution documented 100% of students had sufficient materials. Annual FIT documented facilities to be in good repair..

### 2017-18

#### Metric and Outcome

2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair.

## Actual

2. 100% of the credentialed teachers were properly credentialed for the classes they taught. The IM Resolution stated that 100% of the students had sufficient materials. The annual FIT, done in March 1, 2018, stated that the facility is in good repair.



**Expected**

Metrics/Indicators

3. Priority 2 - Implementation of State Standards

Baseline

3. IM Resolution reflects 100% of curricula adopted according to state standards. 100% of teacher plan books reflect broad courses of study and academic lessons based upon state standards and adopted curricula for all students including unduplicated pupils and Students with Disabilities.

2017-18

Metric and Outcome

3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club and enrichment classes/activities.

**Actual**

3. 100% of the teachers' plans, class schedules and sign-in sheets indicated that all students, including those with disabilities and low income/at-risk students, received regular grade level academic curricula. Students having difficulties were referred to the Student Study Team as needed, and had access to the Homework Club four days per week with a credentialed teacher, as well as an enrichment opportunity with the Journalism Club.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Additional funding above what had actually been budgeted was provided to support the cafeteria fund in order to ensure that all low income/at-risk students receive a nutritious lunch every day to increase their academic learning.

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

Amount: \$14,000  
 Source: Supplemental and Concentration  
 Budget Reference: 7000-7439  
 Other Outgo RS 0001 OBJ 7616

## Action 2

### Planned Actions/Services

1. Maintain availability of support for the after-school Homework Club for 5 days per week, provide afterschool opportunities for a variety of academic/extracurricular activities.
2. Provide counseling time three days per week.
3. Provide classroom aides to maintain academic support for intervention program by allowing small group instruction.

### Actual Actions/Services

1. Supported the Homework Club 4 days per week by providing a credentialed teacher for an hour after school Monday through Thursday. A Journalism Club was established that met one day per week to learn about article writing, photography, interviewing, lay-outs and publishing. They actually published two newspapers this year.
2. Counseling was provided three days per week.

### Budgeted Expenditures

1. Amount: \$13,091  
 Source: Supplemental and Concentration  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
2. Amount: \$25,251  
 Source: Supplemental and Concentration  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
- 3A. Amount: \$33,522 3B. Amount: \$3,334

### Estimated Actual Expenditures

1. Amount: \$5,228  
 Source: Supplemental and Concentration  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
2. Amount: \$24,503  
 Source: Supplemental and Concentration  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
- 3A. Amount: \$33,448 3B. Amount: \$0

**Planned Actions/Services**

4. Provide teachers to support the intervention program, one-on-one and small group instruction.
5. Purchase supplemental materials and supplies.
6. Provide professional development training in integrating CCSS.
7. Provide technology support for low- income students who have limited access to technology.

**Actual Actions/Services**

3. Classroom aides were provided to maintain academic support for the intervention program by facilitating small group instruction.
4. One certificated teacher provided support to the intervention program by leading one-on-one and small group instruction.
5. Supplemental materials and supplies were purchased and utilized by classroom teachers and aides, as well as the Resource teacher and assistants.
6. A total of two full days of professional development were provided to the entire staff to support the integration of the mathematics and English Language Arts curricula with the Common Core State Standards (CCSS). Five teachers attended the two-day History/Social

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

- Source: Supplemental and Concentration  
Budget Reference: 2000-2999: Classified Salaries A. RS 0001, OBJ 2105-3999 B. RS 3010, OBJ 2100-3999
4. Amount: \$0  
Source: Supplemental and Concentration  
Budget Reference: 1000-1999: Certificated Personnel Salaries RS 3010, OBJ 1000-3999
  5. Amount: \$2,840  
Source: Supplemental and Concentration  
Budget Reference: 4000-4999: Books and Supplies RS 0001, OBJ 4310
  6. Amount: \$2,000  
Source: Supplemental and Concentration  
Budget Reference: 5000-5999: Services And Other Operating Expenditures RS 0001, OBJ 5210

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Science Conference held in San Francisco. This conference also supported writing across the curriculum, and provided support in the integration of the writing and History/Social Sciences with the CCSS.

7. Technology support and access was provided for low income/at-risk students who have limited access to technology opportunities outside of school.

7. Amount: \$12,646  
 Source: Supplemental and Concentration  
 Budget Reference: 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999

7. Amount: \$12,677  
 Source: Supplemental and Concentration  
 Budget Reference: 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African drums.

2. Purchase additional materials and supplies for the music

1. The district continued the employment of the music teacher to teach classroom music, strings, recorders, ukulele and choir. The district also employed a music teacher for three hours per week to teach an African/Steel drum class.

1. Amount: \$13,856  
 Source: LCFF  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0000, OBJ 1000-3999

2. Amount: \$3266  
 Source: Lottery  
 Budget Reference: 4000-4999:

1. Amount: \$15,038  
 Source: LCFF  
 Budget Reference: 1000-1999: Certificated Personnel Salaries RS 0000, OBJ 1000-3999

2. Amount: \$200  
 Source: Lottery  
 Budget Reference: 4000-4999:

**Planned Actions/Services**

program.

3. Maintain counseling services for all students.

4. Provide classroom aides to maintain academic support within classrooms.

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

**Actual Actions/Services**

2. Additional supplies and materials were purchased as needed to support the music programs.

3. Counseling services were maintained for three days per week for all students, including those with disabilities and low income/at-risk students.

4. Classroom aides were provided to maintain academic support within the classrooms.

5. All of the textbooks and curricula utilized the the district are aligned to the CCSS.

6. The after-school program is safely maintained in a secure, clean and appropriate space, and is overseen by the after-school director and an assistant.

**Budgeted Expenditures**

Books And Supplies RS 1100, OBJ 4310

3. Amount: \$4438

Source: LCFF

Budget Reference: 1000-1999: Certificated Personnel Salaries RS 1100, OBJ 1207-3999

4. Amount: \$13,063

Source: LCFF

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

5. Amount: \$6525

Source: Lottery

Budget Reference: 4000-4999: Books And Supplies RS 6300, OBJ 4110

5. Amount: \$6,000

Source: LCFF

Budget Reference: 4000-4999: Books And Supplies RS 0000 OBJ 4110

6. Amount: \$\$35,005

**Estimated Actual Expenditures**

Books And Supplies RS 1100, OBJ 4310

3. Amount: \$4,438

Source: LCFF

Budget Reference: 1000-1999: Certificated Personnel Salaries RS 1100, OBJ 1207-3999

4. Amount: \$24,795

Source: LCFF

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

5. Amount: \$5,113

Source: Lottery

Budget Reference: 4000-4999: Books And Supplies RS 6300, OBJ 4110

5. Amount: \$0

Source: LCFF

Budget Reference: 4000-4999: Books And Supplies RS 0000 OBJ 4110

6. Amount: \$23,208

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Source: LCFF  
 Budget Reference: 2000-2999:  
 Classified Personnel Salaries  
 RS 0011, OBJ 2000-3999

Source: LCFF  
 Budget Reference: 2000-2999:  
 Classified Personnel Salaries RS  
 0011, OBJ 2000-3999

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

- 1. All credentialed teachers hold the appropriate credentials for their teaching positions.
- 2. Four half-day training sessions were held for all teachers to support the integration of the CCSS.
- 3. Supplemental materials and supplies were purchased as needed to support curricula and the intervention program.

1. Amount: \$7,576  
 Source: Title II  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 4035, OBJ 1000-3999

1. Amount: \$7,755  
 Source: Title II  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 4035, OBJ 1000-3999

1. Amount: \$183,275  
 Source: LCFF  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 1400, OBJ 1000-3999

1. Amount: \$187,964  
 Source: LCFF  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 1400, OBJ 1000-3999

1. Amount: \$19,697  
 Source: Other  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 5820, OBJ 1000-3999

1. Amount: \$20,144  
 Source: Other  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 5820, OBJ 1000-3999

1. Amount: \$372,804

1. Amount: \$396,566

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Source: LCFF  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 0000 OBJ 1000-3999

2. Amount: \$ 4,000

Source: Lottery

Budget Reference: 5000-5999:  
 Services And Other Operating  
 Expenditures RS 1100 OBJ  
 5210

3. Amount: \$6,908

Source: Lottery

Budget Reference: 4000-4999:  
 Books And Supplies RS 1100,  
 OBJ 4310

3. Amount: \$6,553

Source: LCFF

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

Source: LCFF  
 Budget Reference: 1000-1999:  
 Certificated Personnel Salaries  
 RS 0000 OBJ 1000-3999

2. Amount: 2A. \$ 0

Amount: 2B. \$8,055

Source: 2A. Lottery

Source: 2B. Educator

Effectiveness

Budget Reference: 2A. 5000-  
 5999: Services And Other  
 Operating Expenditures 2A. RS  
 1100 OBJ 5210

Budget Reference: 2B. 5000-  
 5999: Services and Other  
 Operating Expenditures RS 6264,  
 OBJ 5210

3. Amount: 3A. \$1,925

Amount: 3B. \$9,500

Source: 3A. LCFF

Source: 3B. Lottery

Budget Reference: 3A. 4000-  
 4999: Books And Supplies RS  
 0000, OBJ 4310

Budget Reference: 3B. 4000-  
 4999: Books And Supplies RS

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1100, OBJ 4310

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

- 1. Support and instruction was provided to students with disabilities by a credentialed Resource Specialist Teacher (RST) and two paraprofessional assistants. The program served the students five days per week.
- 2. Materials and supplies for students with disabilities were provided were purchased as the needs arose.

- 1. Amount: \$57,192  
Source: Special Education  
Budget Reference: 1000-1999:  
Certificated Personnel Salaries  
RS 6500, OBJ 1000-3999
- 1A. Amount: \$23,446 1B. \$1,500  
Source: Special Education  
Budget Reference: 2000-2999:  
Classified Personnel Salaries  
1A. RS 3310, OBJ 2000-2999  
1B. RS 6500, OBJ  
2000-2999
- 1. Amount: \$11,059  
Source: Special Education  
Budget Reference: 7000-7439:  
Other Outgo RS 6500, OBJ  
7142

- 1. Amount: \$57,213  
Source: Special Education  
Budget Reference: 1000-1999:  
Certificated Personnel Salaries  
RS 6500, OBJ 1000-3999
- 1A. Amount: \$24,251 1B. 1,880  
Source: Special Education  
Budget Reference: 2000-2999:  
Classified Personnel Salaries 1A.  
RS 3310, OBJ 2000-2999 1B. RS  
6500, OBJ  
2000-2999
- 1. Amount: \$206  
Source: Special Education  
Budget Reference: 4000-4999:  
Materials and Supplies RS 6500,  
OBJ 4310



**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Fieldbrook School students continue to score above expected benchmarks set by the State of California. In English Language Arts students decreased scores by 4.4 points from the '15-'16 year to the '16-'17 school year; however, student scores remained 46.2 points above level 3. In mathematics, the students improved by 7.3 points to move from 2.3 below level 3 to 5 points above level 3. As evidenced by teacher plans and class schedules, all students, including low income/at-risk students, received access to grade-level academic curricula. Student Study Team records indicated that all students referred by teachers were evaluated for, and received, supplemental services as deemed necessary to assist them in moving closer to attaining grade-level status in academic subjects. The student and parent surveys indicated approximately 12% more students attended the homework club, and the actual sign-in sheets supported that fact for '17-'18, which was an overall 20% increase over the '16-'17 school year figures. Overall attendance in the enrichment class, the Journalism Club, increased by 18% in '17-'18 over the attendance in '16-'17.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Of the \$896,126 budgeted for goal #1, the estimated actual expenditures are \$868,948. \$27,178 less is estimated to be spent. A second, part-time intervention teacher was budgeted, but not hired, and less was spent on materials and supplies for the music program than anticipated.

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

During the '17-'18 school year the only change made to this goal was in the area of the after-school programs. As the year progressed, the sign-in sheets for Homework Club showed an increase in attendance; however, attendance on Fridays continued to be zero. Homework Club was changed to 4 days per week, Monday through Thursdays. The district concentrated on one enrichment activity, and that was the creation of the Journalism Club. Student involvement in enrichment increased by 18% from '16-'17 to '17-'18! Due to the change being made so late in the year, the wording for this action in the LCAP itself was not revised.

## Goal 2

Increase regular and timely attendance on a daily basis.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

Metrics/Indicators

1. Priority 5 - School attendance rate , chronic absenteeism

Baseline

1. 100% of parents contacted daily about absences and tardies. ADA was 95.2% in 2016-2017.

2017-2018

Metric and Outcome

1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA will increase to 96% in 2017-2018.

1. School attendance rate at P2 was 95.1%, 0.1% less than the previous year at P2 reporting time. The chronic absenteeism rate remained at 1%.

1. 100% of the parents were contact daily about student absences and tardies as tracked in the attendance cinder.

Metrics/Indicators

2. Priority 5 - School attendance rates, chronic absenteeism

Baseline

2. Chronic absentee rate was 1% for 2016-2017. Data tracked daily by PowerSchool and reported every two weeks.

2017-18

Metric and Outcome

2. Maintain chronic absenteeism rate of no more than 1% of student population.

2. The chronic absenteeism rate remained at 1% for the 2017-2018 school year as tracked daily by PowerSchool and reported every two weeks.

## Expected

### Metrics/Indicators

3. Priority 5 - School attendance rates, chronic absenteeism

### Baseline

3. Middle school drop-out rate is 0%.

### 2017-18

#### Metric and Outcome

3. Maintain middle school dropout rate of 0%.

### Metrics/Indicators

4. Priority 6 - Pupil suspension and expulsion rates.

### Baseline

4. Suspension rate is 4%. Expulsion rate is 0%.

### 2017-18

Metric and Outcome 4. Suspension rate of 3% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.

## Actual

3. The middle school drop-out rate remained at 0% for 2017-2018.

4. The suspension rate dropped to 2% for 2017-2018 school, a decrease of 2% from 2016-2017. The expulsion rate remained at 0%.

## Expected

### Metrics/Indicators

5. Priority 6 - Pupil safety and Connectedness

### Baseline

5. 82% of students surveyed indicated they felt safe at school.

2017-18

### Metric and Outcome

5. 85% of pupils surveyed in Spring of '18 will indicate they feel safe at school. Add question of connectedness to survey in Spring of '18.

### Metrics/Indicators

6. Priority 3 - Parent Involvement

### Baseline

6. 97% of parents surveyed indicated the school stressed the importance of regular attendance.

2017-2018

### Metric and Outcome

6. 98% of parents surveyed will indicate the school stressed the importance of regular attendance.

## Actual

5. 92% of the students surveyed in Spring of '18 indicated they felt safe at school, which was a 10% increase from the previous survey, and 7% higher than the goal that was set.

In the Spring '18 survey a question was added to the student survey about connectedness. 78% of the students surveyed indicated they felt connected at school. This was a new question on the survey this year.

6. 94% of the parents surveyed in Spring of '18 indicated that the school stressed the importance of students attending school every day. This is a decrease of 3% from the previous year. We did not attain the goal of 98%.

## Actions/Services

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

### Action 1

#### Planned Actions/Services

1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)

Improve student and parent information regarding importance of timely school attendance on a daily basis.

#### Actual Actions/Services

1. Secretarial time was maintained in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements).

#### Budgeted Expenditures

1. Amount: \$3,470  
Source: Supplemental and Concentration  
Budget Reference: 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2406

2. Amount: \$0  
Budget Reference: no additional cost

#### Estimated Actual Expenditures

1. Amount: \$3,829  
Source: Supplemental and Concentration  
Budget Reference: 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2406

2. Amount: \$0  
Budget Reference: Included in Goal 2, Action 1

### Action 2

#### Planned Actions/Services

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

#### Actual Actions/Services

1. Computer analysis was conducted every two weeks in order to track absences and tardies through the use of PowerSchool, and parents were notified first by telephone, then by letter, in a timely fashion

#### Budgeted Expenditures

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

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

#### Estimated Actual Expenditures

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

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

**Planned Actions/Services**

- 2. Maintain secretarial time in order to track absences and tardies and send out truancy notices as warranted.
- 3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school'and connectedness.

**Actual Actions/Services**

- according to EC48260.
- 2. Secretarial time was maintained in order to track absences and tardies and follow through with truancy notices as warranted. Two truancy letters were issued this school year, and attendance improved.
  - 3. Survey were completed this spring, May of 2018, and included questions pertaining to 'feeling safe at school', and 'connectedness'. 92% of the students indicated they felt safe at school which was an increase of 10% over last year's survey, and the new question about connectedness had 78% of the students indicating that they felt connected at school.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



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

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

1. Chronic absenteeism was tracked through PowerSchool, and it was determined that only one student was chronically absent, the same as the previous year.

2. The Superintendent was in constant contact with the parent throughout the year. Health issues contributed to the chronic absenteeism. The school counselor met with the student as often as possible given the health issues. This student's major health issue is continually being addressed and supported. The parent and student are both working hard with doctors out of the area, and the district will continue to support this student in every way possible.

Amount: \$0  
Budget Reference: Cost in goal 2, Action 1

Amount: \$0  
Budget Reference: Cost in goal 2, Action 1

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Although Fieldbrook School's attendance rate remains higher than the state average, it did indeed drop 0.1% from 95.2% in '16-'17 to 95.1% in '17-'18. However, the school increased its' attempts to inform parents of the importance of daily and time attendance through school newsletters, telephone calls, announcements at parent gatherings, and robocalls made by the Superintendent. In May of 2018, 94% of parents surveyed indicated that the school stresses the importance of timely and daily attendance. This was a 3% decrease over the results from the parent surveys conducted in May of 2017. During the '16-'17 school year the chronic absenteeism rate was 2%. Due to the increased effort of informing parents of the importance of daily and timely attendance, the chronic absenteeism rate in '17-'18 dropped to 1%. This 1% represented one student, who in actuality suffered from very serious health issues. This student's parent remained in constant contact with the school throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fieldbrook School budgeted \$3,470 for action 1 and action 2 for this goal, but in reality it will have expended \$3,829 for each action. The difference of

\$359 is due to statutory benefit increases.

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

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

# Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 8

**Local Priorities:** Awards and Recognitions

## Annual Measurable Outcomes

**Expected**

**Actual**

Metrics/Indicators

1. Priority 4 - Pupil Achievement / CAASPP Scores

Baseline

1. ELA: 50.7 points above level 3 (Very High); 8.7 points increase; Blue (Highest) Performance Level

Math: In the area of mathematics, and using the measure of distance from level 3 (met grade level standards), the students at Fieldbrook School scored 5 points above level 3 (green), gaining 2.6 points from the previous year (moving from 2.3 points above yellow level to 5 points above green).

2017-18

Metric and Outcome

1. ELA: 52 points above Level 3 (Very High); 1.3 point increase; Blue (Highest) Performance Level.

Math: 7.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

1. ELA: Scored 46.2 points above level 3 which was an actual decrease of 4.4 points from 2016-2017.

Math: Scored 5 points above level 3, which was 0.7 points higher than expected.

## Expected

### Metrics/Indicators

#### 2. Local - Awards and Recognitions

### Baseline

2. 4% of pupils attended afterschool enrichment class as tracked on sign-in sheets.

43% of students received awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

2017-18

### Metric and Outcome

2. 10% of pupils will participate in after-school enrichment activities.

45% of students will receive awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

## Actual

2. 23% of the 4th-8th grade students participated in the after-school enrichment opportunity, the newly created Journalism Club, as based upon student survey results and the sign-in sheets.

45% of the students received awards of recognition for Honor Roll, school-wide projects, regional events such as Regional and County Spelling Bees, and math and writing competitions.

## Expected

### Metrics/Indicators

#### 3. Priority 3 - Parent Involvement

### Baseline

3. 90% of parents attended parent/teacher conferences as tracked by classroom teachers.

35% of parents participated in the spring survey.

25% of parents, including parents of students with disabilities, participated in family fun nights, special events (i.e. Lego Rumble, Art Show), and LCAP planning sessions, combined, as tracked by sign-in sheets.

### 2017-18

#### Metric and Outcome

3. 92% of parents will attend parent/teacher conferences as tracked by classroom teachers.

45% of parents will participate in spring survey.

35% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.

## Actual

3. 98% of parents attended parent/teacher conferences as tracked by the classroom teachers. This was an 8% increase over the previous year, and 6% more than the goal set for '17-'18.

36% of parents participated in the spring survey. This was a 1% increase over the previous year, but 9% less than the goal that was set.

32% of parents, including parents of students with disabilities, participated in family fun nights, concerts, special events and planning sessions as tracked by sign-in sheets.

## Actions/Services

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

**Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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Maintain availability of enrichment activities such as foreign language, sports and field trips.

A wide variety of field trips such as the Pumpkin Patch, the Winter Express for primary students, the Redwood Environmental Education, Center Arts cultural events, Catalina Island Marine Institute for 7th and 8th graders, Wolf Creek Environmental Science Camp for 5th graders, Ropes Course for 6th graders, Arcata Playhouse and variety of other one-day excursions. Fieldbrook School offers volleyball and basketball for 5th-8th graders, and Spanish was integrated into the 7th and 8th grade curricula this year.

1. Amount: \$7,898  
 Source: LCFF  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816

1. Amount: \$3,200  
 Source: LCFF  
 Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999

1. Amount: \$2300  
 Source: LCFF  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800

1. Amount: \$600  
 Source: LCFF  
 Budget Reference: 4000-4999: Books And Supplies RS 0000, OBJ \$600

1. Amount: \$8,898  
 Source: LCFF  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816

1. Amount: \$1,756  
 Source: LCFF  
 Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999

1. Amount: \$2,795  
 Source: LCFF  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800

1. Amount: \$3,694  
 Source: LCFF  
 Budget Reference: 4000-4999: Books And Supplies RS 0000, GL 1300, OBJ 4310

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

PLANNED

Provide training and curriculum materials to ensure all teachers integrate Common Core State Standards emphasizing strategies to further engage high achieving students. Provide professional development training in integrating CCSS. Purchase of supplemental materials and supplies.

1. A total of two full days of professional development were provided to the entire staff to support the integration of the mathematics and English Language Arts curricula with the Common Core State Standards (CCSS). Five teachers attended the two-day History/Social Science Conference held in San Francisco. This conference also supported writing across the curriculum, and provided support in the integration of the writing and History/Social Sciences with the CCSS.

2. Supplemental materials and supplies were purchased to further engage high achieving students.

1. Amount: See Goal 1, Action 4

2. Amount: See Goal 1, Action 4

1. Amount: See Goal 1, Action 4

2. Amount: See Goal 1, Action 4

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

The Journalism Club was established by a strong parent group and overseen by the Principal/Superintendent. This club was an enrichment opportunity for all students and took place every Friday. The club was attended by 23% of the students in 4th-8th grades and included learning how to write newspaper articles, how to layout a newspaper, how to interview for articles, photography, and a tour of a local publishing company.

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

A total of two full days (four half days) were devoted to professional development during the '17-'18 school year.

This professional development for the integration of the CCSS in English Language Arts and mathematics took place during the half days. Five staff members attended the California Conference for History/Social Studies in San Francisco and participated in workshops that covered the integration of History/Social Studies and writing with the Common Core State Standards.

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

Within the regular classrooms the teachers provided enrichment activities and lesson plans that engaged those students who are high achieving.

These efforts were successful and well received by the students.

In the after-school program, the enrichment opportunity provided was very success. A Journalism Club was established and met weekly. It was attended by approximately 23% of the 4th-8th graders as documented in the spring surveys and sign-in sheets. It was a highly successful enrichment opportunity; however, it was the only opportunity offered this school year.

All of the teachers participated in the professional development that took place over the course of two full days at the school, with five teachers attending the two-day conference for History/Social Studies in San Francisco. These in-services were focused on the implementation of the CCSS in mathematics, English Language Arts, and History/Social Studies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures of \$13,998 and the estimated actual expenditures of \$17,104 is due to two things: First, additional funding was needed for field trips;, and secondly, additional supplies and uniforms were purchased for our sports teams, including the addition of volleyball.

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 were no major changes made to this goal. The creation of the Journalism Club was the only enrichment opportunity provided, but its success was tremendous. Participation in enrichment grew from 4% in the '16-'17 year to 23% in the '17-'18 year.

# Goal 4

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2

**Local Priorities:**

# Annual Measurable Outcomes

**Expected**

**Actual**

Metrics/Indicators

1. Priority 1 - School facilities maintained in good repair.

Baseline

1. 100% of the parents who responded to the LCAP Survey (representing 35% of total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them. Shed built to expand facilities and allow for the opening of an additional classroom. Upgrading of parking lot in 2018-2019.

2017-18

Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained. Completion of the shed project. Ongoing maintenance.

Metrics/Indicators

2. Priority 2 - Implementation of state standards

Baseline

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

2017-18

Internet/technology services to assist 100% of students in accessing CCSS.

1. 100% of the parents responding to the LCAP spring survey (representing 36% of the total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them.

The shed project is not yet completed, but should be by October to November of 2018. The down payment on the shed has been made, and the district is in the process of securing a licensed contractor.

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

## Actions/Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Maintain full time Director of maintenance to ensure clean, safe and welcoming facilities.</p> <p>2. Custodian to make sure facilities are in good operation, clean and safe</p> <p>3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty</p> <p>4. Provide fast and reliable internet service and technology supplies for our students so they can use online CCSS aligned curriculum.</p> <p>5. Construction of a new shed to streamline facilities</p>	<p>1. A full-time director of maintenance is in place to ensure a clean, safe and welcoming facility.</p> <p>2. Custodian is in place and makes sure the facilities are in good working order, clean and safe.</p> <p>3. An adequate supply of materials are always on-site to ensure that the district maintains a clean, safe and functional space for students, parents and faculty.</p> <p>4. Fast and reliable internet services are provided through an AT&amp;T fiber optic line that was put in during the '17-'18 school year. All students, including students with disabilities and low income/at-risk, can access</p>	<p>1. Amount: \$65,773 Source: LCFF Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999</p> <p>2. Amount: \$23,856 Source: LCFF Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999</p> <p>3A. Amount: \$8964 3B. \$9689 Source: LCFF Budget Reference: 4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999</p> <p>3C. Amount: \$1500 3D. \$3,888 Source: LCFF Budget Reference: 5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ</p>	<p>1. Amount: \$66,309 Source: LCFF Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999</p> <p>2. Amount: \$17,957 Source: LCFF Budget Reference: 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999</p> <p>3A. Amount: \$10,157 3B. \$1,617 Source: LCFF Budget Reference: 4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999</p> <p>3C. Amount: \$4,585 3D. \$0 Source: LCFF Budget Reference: 5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ</p>

**Planned Actions/Services****Actual Actions/Services**

CCSS aligned curricula online.

5. A new shed is still in the process of being completed, and should be completed September - November of 2018.

**Budgeted Expenditures**

5000-5999 3D. Rs 0230, OBJ 5000-5999

4A. Amount: \$2,307 4B. \$499  
Source: LCFF  
Budget Reference: 4000-4999:  
Books And Supplies 4A. RS 0000, OBJ 4000-4999 4B. RS 0000, OBJ 4000-4999

4. Amount \$7,260  
Source: LCFF  
Budget Reference: 5000-5999:  
Services and Other Operation Expenditures RS 0000, OBJ 5000-5999

5. Amount \$409,641  
Source: Locally Defined  
Budget Reference: 5000-5999:  
Services and Other Operation Expenditures RS 0230, OBJ 5800

**Estimated Actual Expenditures**

5000-5999 3D. Rs 0230, OBJ 5000-5999

4A. Amount: \$0 4B. \$0  
Source: LCFF  
Budget Reference: 4000-4999:  
Books And Supplies 4A. RS 0000, OBJ 4000-4999 4B. RS 0000, OBJ 4000-4999

4. Amount \$8,782  
Source: LCFF  
Budget Reference: 5000-5999:  
Services and Other Operation Expenditures RS 0000, OBJ 5000-5999

5. Amount \$30,665  
Source: Locally Defined  
Budget Reference: 5000-5999:  
Services and Other Operation Expenditures RS 0230, OBJ 5800



**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

36% of the parents responded to the spring '18 survey, which was a 1% increase from last year, but still did not meet the expected goal of 45%. However, of the parents that responded, 100% indicated that the district maintained a clean, safe and welcoming facility.

High speed fiber optic line was installed by AT&T. This line provides internet service to all students at school and has greatly improved the infrastructure. The infrastructure also remains secure as the district contracts with Northern Humboldt Union High School District for the Technology Services Agreement.

The shed project was not completed this year as originally planned. There were delays with the permitting process and the bid process for a contractor. The down payment on the shed has been made, the permit is secured, and a contractor will be under contract by July. It is anticipated that the shed project will be completed between September and November of 2018.

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

The district effectively achieved the goal of providing high speed internet to all students at school, securing the infrastructure, and maintaining the Technology Services Contract.

The district is effectively working through the process of building the shed in order to streamline the facilities. It has been slower than originally anticipated, but it is moving toward completion.

The district was less effective in getting a higher parent response to the spring '18 parent survey. Although there was a 1% increase, from 35% to 36%, we did not meet the 45% goal we had set. Next year a greater importance must be placed on encouraging parents to fill out and return the surveys.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted amount of \$533,377 and the estimated actual expenditures of \$140,072 is \$393,305. This is due to the fact that the shed project has not been completed.

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

The shed project was not completed this year as originally planned. The shed project will be completed in the 2018-2019 school year, and the \$393,305 difference in the budget will be carried over to complete this project. The completion of this project is stated in Goal 4 Outcome 1 of the Goals, Actions and Services section of the LCAP.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

Our parent and community outreach began in earnest in February during parent/teacher conferences, when parents were provided a summary review of the current '17-'18 year's four goals and supporting activities. Parents were given the opportunity to ask questions and make suggestions at that time. Copies of the summary were provided to the community, as well, through distribution at the local market, and through the Fieldbrook Educational Foundation. Staff were provided opportunities to evaluate the goals and activities and make suggestions at meetings held on January 22, February 12, March 19 and April 30, 2018. One after school meeting was set up for parents to come and discuss the LCAP on Thursday, March 15, and one evening meeting on May 18, 2018. One evening meeting was set up for parents on February 27, 2018, that was combined with a Board of Trustees workshop to review district goals. Unfortunately, for the second year in a row, no parents attended any of the scheduled meetings. The meetings were advertised by way of written announcements, robocalls made by the Superintendent, and notices posted at the school and at the local market.

The following activities took place during the 2017-2018 school year in preparation for the revision of the LCAP:

1. 100% of parents received a summary review of the goals and activities in February, 2018.
2. Summary review distributed to community through Fieldbrook Market and the Fieldbrook Educational Foundation.
3. Students and parents were surveyed during May, 2018.
4. One afternoon and two evening meetings were held to provide parents and community with opportunities to review district goals and provide input on the LCAP on February 27, March 15 and May 18, 2018.

5. Four staff meetings were held on January 22, February 12, March 19, and April 30, 2018.

## **Impact on LCAP and Annual Update**

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

1. Parents were made aware of the LCAP goals and activities and received a copy of them for the 2017-2018 school year at the February parent/teacher conferences. The few parents who responded indicated they were pleased to see those goals and activities in place. The district realized that distributing the information at the spring conference was a positive way to keep parents informed and updated on progress.
2. The same written copy of the LCAP goals and activities were distributed at the local market and to all members of the Fieldbrook Educational Foundation at their fall meeting. No responses came back from community, however, the Foundation members were pleased with the goals and activities.
3. All parents were provided with a survey to complete in May, 2018. 37 (36%) parents responded to the survey, which was a 1% increase over the survey responses in 2017. 100% of the first through eighth graders completed the student survey. We had set a goal of 50% response to the parent surveys, however, we only increased the responses by 1%, from 35% to 36%. Surveying is an effective way to obtain parent and student input, and the district will put more effort into reaching the 50% return on parent surveys. We will send out more advanced notice about the surveys and their importance by way of written announcements, robocalls, text messages and emails.
4. Unfortunately, no parents attended the workshops setup to review district goals, and to evaluate and provide feedback on the goals and activities of the LCAP. The district will continue to vary the times of the meetings in order to meet the needs of parents and community, and continue notifying all involved parties by way of written notices, robocalls, emails and text messages.
5. Four staff meetings were held to give staff opportunity to provide input on the LCAP. Staff continued to maintain their agreement with the goals and activities, and were encouraged by the establishment and continued student support of the Journalism Club that met on Fridays. The staff indicated verbally that more enrichment opportunities would be beneficial to the students, but also expressed their opinions that just two or three more opportunities would be sufficient, as so many students are already involved with outside activities after school.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7

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

**Identified Need:**

Professional development for teachers in implementing the math, English Language Arts, and History/Social Science Common Core State Standards with the newly adopted curricula for mathematics and English Language Arts, and the newly approved History/Social Science curricula that will be

reviewed.

Maintain after-school Homework Club for 4 days per week, and continue enrichment activities as part of the After-School Program for students. Goals for increasing enrichment activities in the 2017-2018 school year were not fully met, however, a Journalism Club was created that involved 23% of the 4th-8th graders as evidenced by student and parent surveys and sign-in sheets. A wider variety of enrichment activities will be considered and implemented when deemed appropriate. Using the newly implemented measure of ELA and mathematics, Fieldbrook students will move from 46.2 points above level 3, as measured by SBAC testing, in ELA to 50 points above in the '17-'18 school year. Students dropped in ELA from 50 points above level 3 to 46.2 points above level 3 in the '16-'17 school year. In mathematics the students exceeded their goal of scoring 3 points above level 3 in '16-'17 to scoring 5 points above level 3.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Priority 4 - Student achievement / CAASPP scores	1. ELA: 46.2 points above level 3 Green(Very High) Performance Level; 4.4 decrease; Performance Level Math: 5 points above level 3 (High); 2.6 point increase from prior year; Green (Very High) Performance Level.	<p>Metric and Outcome</p> <p>1. ELA: 50 points above Level 3 (Very High); 3.8 point increase; Blue (Highest) Performance Level.</p> <p>Math: 7 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.</p>	<p>Metric and Outcome</p> <p>1. ELA: 52 points above Level 3 (Very High); 2 point increase; Blue (Highest) Performance Level. Math: 7 points above Level 3 (High); 2 point increase from prior year; Green (High) Performance Level.</p>	<p>Metric and Outcome</p> <p>1. ELA: 54 points above Level 3 (Very High); 2 point increase; Blue (Highest) Performance Level. Math: 9 points above Level 3 (High); 2 point increase from prior year; Green (High) Performance Level.</p>

**Metrics/Indicators**

2. Priority 1 - Teachers appropriately assigned / sufficient materials for every student / school facilities maintained in good repair, Priority 2 - Implementation of State Standards, and Priority 7 - A broad course of study / programs and services will be provided for all students, including unduplicated pupils and Students with Disabilities.

**Baseline**

2. 100% properly credentialed teachers documented in personnel files. IM Resolution documented 100% of students had sufficient materials. Annual FIT documented facilities to be in good repair as of 3/1/2018. 100% of the teacher plan books reflected that broad courses of study and academic lessons based upon state standards and adopted curricula were provided to all students including unduplicated pupils and Students with Disabilities.

**2017-18**

Metric and Outcome  
2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair. 100% of the teacher plan books reflected that broad courses of study and academic lessons based upon state standards and adopted curricula were provided to all students including unduplicated pupils and Students with Disabilities..

**2018-19**

Metric and Outcome  
2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair. 100% of the teacher plan books will reflect that broad courses of study and academic lessons based upon state standards and adopted curricula will be provided to all students including unduplicated pupils and Students with Disabilities.

**2019-20**

Metric and Outcome  
2. Maintain 100% properly credentialed teachers for all classes. IM Resolution will reflect 100% of students have sufficient materials. Annual FIT will indicate facility is being maintained in good repair. 100% of the teacher plan books will reflect that broad courses of study and academic lessons based upon state standards and adopted curricula will be provided to all students including unduplicated pupils and Students with Disabilities.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

3. Priority 2 -  
Implementation of  
State Standards

3. IM Resolution reflects 100% of curricula adopted according to state standards. 100% of teacher plan books reflect broad courses of study and academic lessons based upon state standards and adopted curricula for all students including unduplicated pupils and Students with Disabilities.

Metric and Outcome  
3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club four days per week and enrichment classes/activities.

Metric and Outcome  
3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club four days per week and enrichment classes/activities.

Metric and Outcome  
3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club four days per week and enrichment classes/activities.

## Planned Actions/Services

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

### Action #1

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



**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$10,735	\$10,735	\$10,735
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	7000-7439: Other Outgo RS 0001 OBJ 7616	7000-7439: Other Outgo RS 0001 OBJ 7616	7000-7439: Other Outgo RS 0001 OBJ 7616

## Action #2

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

### Students to be Served

### Location(s)

N/A

N/A

## OR

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

### Students to be Served

### Scope of Services:

### Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

## Modified

**2017-18 Actions/Services**

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

## Modified

**2018-19 Actions/Services**

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

## Unchanged

**2019-20 Actions/Services**

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. \$13,091 2. \$25,251 3A. \$33,522 3B. \$3,334 4. \$16,544 5. \$2,840 6. \$2,000 7. \$12,646	1. \$5,430 2. \$25,691 3. \$30,492 4. \$7,055 5. \$2,840 6. \$2,000 7. \$13,109	1. \$5,430 2. \$25,691 3. \$30,492 4. \$7,055 5. \$2,840 6. \$2,000 7. \$13,109
<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	<ol style="list-style-type: none"> <li>1. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>2. 1000-1999 Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>3. 2000-2999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332 B. RS 3010 OBJ 2100-3999</li> <li>4. 1000-1999: Certificated Personnel Salaries RS 3010 OBJ 1000-3999</li> <li>5. 4000-4999: Books And Supplies RS 0001 OBJ 4310</li> <li>6. 5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210</li> <li>7. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999</li> </ol>	<ol style="list-style-type: none"> <li>1. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>2. 1000-1999 Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>3. 2000-2999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332</li> <li>4. 1000-1999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332</li> <li>5. 4000-4999: Books And Supplies RS 0001 OBJ 4310</li> <li>6. 5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210</li> <li>7. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999</li> </ol>	<ol style="list-style-type: none"> <li>1. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>2. 1000-1999 Certificated Personnel Salaries RS 0001, OBJ 1000-3999</li> <li>3. 2000-2999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332</li> <li>4. 1000-1999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332</li> <li>5. 4000-4999: Books And Supplies RS 0001 OBJ 4310</li> <li>6. 5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210</li> <li>7. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999</li> </ol>

## Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African drums.

2. Purchase additional materials and supplies for the music program.

3. Maintain counseling services for all

1. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African Drums

2. Purchase additional materials and supplies for the music program.

3. Maintain counseling services for all

1. Continue to support the music program by continuing to employ music teacher to teach classroom music, strings, recorder, ukulele and choir. Support African Drums

2. Purchase additional materials and supplies for the music program.

3. Maintain counseling services for all

students.

4. Provide classroom aides to maintain academic support within classrooms.

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

students.

4. Provide classroom aides to maintain academic support within classrooms.

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

students.

4. Provide classroom aides to maintain academic support within classrooms.

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. \$13,856	1. \$15,890	1. \$15,890
	2. \$3,266	2. \$129	2. \$129
	3. \$4,438	3. \$4,533	3. \$4,533
	4. \$13,063	4. \$14,893	4. \$14,893
	5. \$6,525	5. \$19,431	5. \$19,431
	5. \$6,000	5. \$15,000	5. \$15,000
	6. \$35,005	6. \$35,842	6. \$35,842





Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999  2. 4000-4999: Books And Supplies RS 1100 OBJ 4310  3. 1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999  4. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999  5. 4000-4999: Books And Supplies RS 6300 OBJ 4110  5. 4000-4999: Books And Supplies RS 0000 OBJ 4110  . 6. 2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999	1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999  2. 4000-4999: Books And Supplies RS 1100 OBJ 4310  3. 1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999  4. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999  5. 4000-4999: Books And Supplies RS 6300 OBJ 4110  5. 4000-4999: Books And Supplies RS 0000 OBJ 4110  . 6. 2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999	1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999  2. 4000-4999: Books And Supplies RS 1100 OBJ 4310  3. 1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999  4. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999  5. 4000-4999: Books And Supplies RS 6300 OBJ 4110  5. 4000-4999: Books And Supplies RS 0000 OBJ 4110  . 6. 2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.. Maintain properly credentialed teachers for all teaching positions.

1. Maintain properly credentialed teachers for all teaching positions.

1. Maintain properly credentialed teachers for all teaching positions.

2.. Provide training to ensure all teachers integrate Common Core State Standards

2. Provide training to ensure all teachers integrate Common Core State Standards

2. Provide training to ensure all teachers integrate Common Core State Standards

3.. Purchase of supplemental materials and supplies.

3. Purchase of supplemental materials and supplies.

3. Purchase of supplemental materials and supplies.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	1. \$7,576	1. \$8,187	1. \$8,187
	1. \$183,275	1. \$186,319	1. \$186,319
	1. \$19,697	1. \$20,469	1. \$20,469
	1. \$372,804	1. \$350,165	1. \$350,165
	2. \$ 4,000	2. \$ 5,000	2. \$ 5,000
	3. \$6,908	3. \$11,115	3. \$11,115
	3. \$6,553	3. \$8,500	3. \$8,500

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

**Source**

1. Title II	1. Title II	1. Title II
1. LCFF	1. LCFF	1. LCFF
1. Other	1. Other	1. Other
1. LCFF	1. LCFF	1. LCFF
2. Lottery	2. Lottery	2. Lottery
3. Lottery	3. Lottery	3. Lottery
3. LCFF	3. LCFF	3. LCFF

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	<p>1. 1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999</p> <p>2. 5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210</p> <p>3. 4000-4999: Books And Supplies RS 1100 OBJ 4310</p> <p>3. 4000-4999: Books And Supplies RS 0000 OBJ 4310</p>	<p>1. 1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999</p> <p>2. 5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210</p> <p>3. 4000-4999: Books And Supplies RS 1100 OBJ 4310</p> <p>3. 4000-4999: Books And Supplies RS 0000 OBJ 4000-4500</p>	<p>1. 1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999</p> <p>1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999</p> <p>2. 5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210</p> <p>3. 4000-4999: Books And Supplies RS 1100 OBJ 4310</p> <p>3. 4000-4999: Books And Supplies RS 0000 OBJ 4000-4500</p>

## Action #5

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

**Students to be Served**

**Location(s)**

Students with Disabilities

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1. Provide support and instruction for students with disabilities.

1. Provide support and instruction for students with disabilities.

1. Provide support and instruction for students with disabilities.

2. Provide material and supplies for students with disabilities.

2. Provide material and supplies for students with disabilities.

2. Provide material and supplies for students with disabilities.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<p>1. \$57,192</p> <p>1A. \$ 23,446 1B. \$1,500</p> <p>1. 11,059</p>	<p>1. \$72,770</p> <p>1A. \$25,926 1B. \$1,914</p> <p>1. \$3,688</p> <p>2. \$207</p>	<p>1. \$72,770</p> <p>1A. \$25,926 1B. \$1,914</p> <p>1. \$3,688</p> <p>2. \$207</p>
<b>Source</b>	<p>1. Special Education</p> <p>1. Special Education</p> <p>1. Special Education</p>	<p>Special Education</p>	<p>Special Education</p>
<b>Budget Reference</b>	<p>1. 1000-1999: Certificated Personnel Salaries RS 6500, OBJ 1000-3999</p> <p>1. 2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999</p> <p>1. 7000-7439: Other Outgo RS 6500, OBJ 7142</p>	<p>1. 1000-1999: Certificated Personnel Salaries RS 6500, OBJ 1000-3999</p> <p>1. 2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999</p> <p>1. 5000-5999: Services and Operating Expenditures RS 6500, OBJ 5800</p> <p>2. 4000-4999 Materials and Supplies RS 6500, OBJ 4310</p>	<p>1. 1000-1999: Certificated Personnel Salaries RS 6500, OBJ 1000-3999</p> <p>1. 2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999</p> <p>1. 5000-5999: Services and Operating Expenditures RS 6500, OBJ 5800</p> <p>2. 4000-4999 Materials and Supplies RS 6500, OBJ 4310</p>

## Action #6

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

### Students to be Served

All Students, Students with Disabilities, Low income/at risk

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

### Select from New, Modified, or Unchanged for 2017-18

New

### Select from New, Modified, or Unchanged for 2018-19

New

### Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Did not occur in 2017-2018

### 2018-19 Actions/Services

Provide personnel to manage a local breakfast program to ensure that all low income/at-risk students will receive a nutritious morning meal to help stimulate their academic abilities.

### 2019-20 Actions/Services

Provide personnel to manage a local breakfast program to ensure that all low income/at-risk students will receive a nutritious morning meal to help stimulate their academic abilities.



### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$6,669	\$6,669
<b>Source</b>	N/A	Supplemental & Concentration	Supplemental & Concentration
<b>Budget Reference</b>	N/A	2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999	2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

Increase regular and timely attendance on a daily basis.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

100% of the parents of absent/tardy students will be contacted 100% of the time when their student is absent in the 2018- 2019 school year. The goal of 100% for 2017-2018 was met as recorded by the attendance binder kept by the school secretary.

Improve overall student attendance by 0.9%, with P2 report in 2019 indicating that the attendance rate is up to 96%. Previous goal for 2017-2018 of a 96% attendance rate was not met. There was an 0.1% decline from the '16-'17 P2 reported rate of 95.2% attendance to the '17-'18 P2 reported rate of 95.1% overall student attendance. Chronic absenteeism rate was maintained at 1%, meeting the goal for '17-'18.

95% of parents and students will indicate that the school stresses the importance of good attendance when they are surveyed in the spring of 2019. 94% of the parents and 91% students surveyed in the spring of 2018 indicated that the school stressed the importance of good attendance,

40% of the students will continue to indicate on the spring 2019 survey that they have participated in the counseling program. The spring survey for 2018 increased from 35% to 41%. Permission slips signed by parents for students to participate in the program will maintain at 45% in 2018-2019.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Priority 5 - School attendance rates, chronic absenteeism	1. 100% of parents contacted daily about absences and tardies. ADA was 95.1% in 2017-2018.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA was at 95.1% in 2017-2018.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA will increase to 96% in 2018-2019.	Metric and Outcome 1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA will increase to 97% in 2019-2020.
2. Priority 5 - School attendance rates, chronic absenteeism	2. Chronic absentee rate was maintained at 1% for 2017-2018. Data tracked daily by PowerSchool and reported every two weeks.	Metric and Outcome 2. Maintain chronic absenteeism rate of no more than 1% of student population.	Metric and Outcome 2. Maintain chronic absenteeism rate of no more than 1% of student population.	Metric and Outcome 2. Maintain chronic absenteeism rate of no more than 1% of student population.
3. Priority 5 - School attendance rates, chronic absenteeism	3. Middle school drop-out rate is 0%.	Metric and Outcome 3. Maintain middle school dropout rate of 0%.	Metric and Outcome 3. Maintain middle school dropout rate of 0%.	Metric and Outcome 3. Maintain middle school dropout rate of 0%.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

4. Priority 6 - Pupil suspension and expulsion rates.

4. Suspension rate is 2%.  
Expulsion rate is 0%.

Metric and Outcome  
4. Suspension rate of 3% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.

Metric and Outcome  
4. Suspension rate of 2% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.

Metric and Outcome  
4. Maintain suspension rate of 2% as tracked by DataQuest, CALPADS, and SEIS. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.

**Metrics/Indicators**

5. Priority 6 - Pupil, parent and staff safety and connectedness

**Baseline**

5. 92% of students surveyed indicated they felt safe at school.  
78% of students surveyed indicated they felt connected at school.  
78% of the parents surveyed indicated they felt safe and connected at school.  
89% of the staff surveyed indicated they felt safe at school.  
Staff surveys indicated that 43% felt connected to staff, and 86% felt connected to their students.

**2017-18**

Metric and Outcome  
5. 92% of pupils surveyed in Spring of '18 will indicate they feel safe at school.  
78% of students surveyed indicated they felt connected at school.  
78% of the parents surveyed indicated they felt safe and connected at school.  
89% of the staff surveyed indicated they felt safe at school.  
Staff surveys indicated that 43% felt connected to staff, and 86% felt connected to their students.

**2018-19**

Metric and Outcome  
5. 95% of pupils surveyed will indicate they feel safe at school.  
85% of students surveyed will feel connected at school.  
85% of parents surveyed will feel safe and connected at school.  
100% of staff surveyed will indicate they feel safe at school.  
65% of staff surveyed will indicate they feel connected to staff, and 90% will indicate they feel connected to their students.

**2019-20**

Metric and Outcome  
5. 96% of pupils surveyed will indicate they feel safe at school.  
87% of students will feel connected at school.  
88% of parents surveyed will feel safe and connected at school.  
100% of staff surveyed will indicate they feel safe at school.  
75% of staff surveyed will indicate they feel connected to staff, and 92% will indicate they feel connected to their students.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

6. Priority 3 - Parent Involvement

6. 94% of parents surveyed indicated the school stressed the importance of regular attendance.

Metric and Outcome  
6. 94% of parents surveyed indicated the school stressed the importance of regular attendance.

Metric and Outcome  
6. 96% of parents surveyed will indicate the school stressed the importance of regular attendance.

Metric and Outcome  
6. 98% of parents surveyed will continue to indicate the school stressed the importance of regular attendance.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

Low Income

**Scope of Services:**

Limited to Unduplicated Student Groups

**Location(s)**

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)

Improve student and parent information regarding importance of timely school attendance on a daily basis.

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)

2. Improve student and parent information regarding importance of timely school attendance on a daily basis.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2019-20 Actions/Services

1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)

2. Improve student and parent information regarding importance of timely school attendance on a daily basis.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$3,470 2.\$0	1. \$4,078 2.\$0	1. \$4,078 2.\$0

<b>Source</b>	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
<b>Budget Reference</b>	1. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406  2. no additional cost	1. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406  2. no additional cost	1. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406  2. no additional cost

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged



**for 2017-18**

Modified

**2017-18 Actions/Services**

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

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

3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

**for 2018-19**

Unchanged

**2018-19 Actions/Services**

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

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

3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

**for 2019-20**

Unchanged

**2019-20 Actions/Services**

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

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

3. Surveys will be done every Spring, and will include student questions pertaining to 'feeling safe at school' and connectedness.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$0	1. \$0	1. \$0
	2. \$0	2. \$0	2. \$0

<b>Source</b>	n/a	n/a	n/a
<b>Budget Reference</b>	1. Cost in goal 2 action 1 2. Cost in goal 2 action 1	1. Cost in goal 2 action 1 2. Cost in goal 2 action 1	1. Cost in goal 2 action 1 2. Cost in goal 2 action 1

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Low Income

Limited to Unduplicated Student Groups

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

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

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

**2018-19 Actions/Services**

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

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

**2019-20 Actions/Services**

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	na	na	na
Budget Reference	Cost in goal 2 Action 1	Cost in goal 2 Action 1	Cost in goal 2 Action 1

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 8

**Local Priorities:** Awards and Recognitions

### Identified Need:

Using the implemented measure of ELA and mathematics, Fieldbrook students will move from 46.2 points above level 3 (a decrease 4.4 in ELA scores from '16-'17 to '17-'18), as measured by SBAC testing in ELA to 50 points above level 3. In mathematics the students will progress from 5 points above level 3 to 7 points above level 3 in the '18-'19 school year. Increase student participation in after-school enrichment ...

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

1. Priority 4 - Pupil Achievement / CAASPP Scores

1. ELA: 46.2 points above level 3 (Very High); 4.4 decrease

Math: 5 points above level 3 (High); 7.8 points increase from prior year; Green (Above Average) Performance Level

Metric and Outcome

1. ELA: 52 points above Level 3 (Very High); 1.3 point increase; Blue (Highest) Performance Level.

Math: 7.3 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

Metric and Outcome

1. ELA: 50 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level.

Math: 7 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

Metric and Outcome

1. ELA: 52 points above Level 3 (Very High); 1 point increase; Blue (Highest) Performance Level.

Math: 9 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

2. Local - Awards and Recognitions

2. 23% of pupils attended after-school enrichment class as tracked on sign-in sheets.

45% of students received awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

Metric and Outcome  
2. 10% of pupils will participate in after-school enrichment activities.

45% of students will receive awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

Metric and Outcome  
2. 25% of pupils will participate in after-school enrichment activities.

47% of students will receive awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

Metric and Outcome  
2. 30% of pupils will participate in after-school enrichment activities.

49% of students will receive awards of recognition for Honor Roll, school-wide special projects, and regional events such as, but not limited to, History Day, Science Fair, Regional and County Spelling Bees.

3. Priority 3 - Parent Involvement

3. 98% of parents attended parent/teacher conferences as tracked by classroom teachers.

35% of parents participated in the spring survey.

25% of parents, including parents of students with disabilities, participated in family fun nights, special events (i.e. Lego Rumble, Art Show), and LCAP planning sessions, combined, as tracked by sign-in sheets.

Metric and Outcome  
3. 92% of parents will attend parent/teacher conferences as tracked by classroom teachers.

45% of parents will participate in spring survey.

35% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.

Metric and Outcome  
3. 98% of parents will attend parent/teacher conferences as tracked by classroom teachers.

40% of parents will participate in spring survey.

40% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.

Metric and Outcome  
3. 98% of parents will attend parent/teacher conferences as tracked by classroom teachers.

50% of parents will participate in spring survey.

45% of parents, including parents of students with disabilities, will participate in family fun nights, special events, and LCAP planning sessions as tracked by sign-in sheets.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

Specific Student Groups, High Achieving

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**



<b>Amount</b>			
<b>Source</b>			
	1. \$7898	1. \$8,000	1. \$8,000
	1. \$3200	1. \$3,515	1. \$3,515
	1. \$2300	1. \$3,000	1. \$3,000
	1.\$600	1.\$500	1.\$500
	1. LCFF	1. LCFF	1. LCFF
	1. LCFF	1. LCFF	1. LCFF
	1. LCFF	1. LCFF	1. LCFF
	1. LCFF	1. LCFF	1. LCFF

**Budget Reference**

<p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816</p> <p>1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999</p> <p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800</p> <p>1. 4000-4999: Books And Supplies RS 0000, OBJ \$600</p>	<p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816</p> <p>1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999</p> <p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800</p> <p>1. 4000-4999: Books And Supplies RS 0000, GL 1300, OBJ 4310</p>	<p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816</p> <p>1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999</p> <p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800</p> <p>1. 4000-4999: Books And Supplies RS 0000, GL 1300, OBJ 4310</p>
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**Action #2**

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

**Students to be Served**

**Location(s)**

Specific Student Groups, High Achieving

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

---

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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

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

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

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

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

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

### Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

1. See Goal 1, Action 4

1. See Goal 1, Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

2. See Goal 1 Action 4

2. See Goal 1 Action 4

**Source**

1. See Goal 1, Action 4

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

**Budget Reference**

1. See Goal 1, Action 4

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2

**Local Priorities:**

### Identified Need:

Fieldbrook School provides a safe, clean environment for its students. Full-time and part-time custodial and maintenance staff members maintain our facilities. School facilities have recently been completely modernized and easily accommodate the needs of our current enrollment, instructional programs, and any future increases in enrollment. We currently have eight classrooms, including a resource program room. Fieldbrook School also has a dedicated library, a music room, and a multi purpose room. The school was built in 1960 and is 51 years old.

In 2006, Fieldbrook underwent modernization in the multipurpose room and replaced lighting with energy efficient lights, and built a stage, wall finishes, and specific changes to meet Americans with Disabilities Act (ADA) regulations (such as bathrooms and a lift ). we are continuing to utilize prop 39 monies to improve energy efficiency.

### Expected Annual Measureable Outcomes

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

1. Priority 1 - School facilities maintained in good repair.

1. 100% of the parents who responded to the LCAP Survey (representing 36% of total parent population) agree that clean, safe, and welcoming facilities that are properly equipped are important to them.

Shed project still in progress.

Upgrading of parking lot in 2018- 2019.

1. Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained.

Completion of the shed project. Ongoing maintenance.

1. Fieldbrook is planning to upgrade our parking lot in the 2018-2019 school year.

Complete shed project. Ongoing maintenance.

Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained.

1. Maintain facilities in good repair as documented by FIT.

Maintain 100% of surveyed parents agreeing that clean, safe and welcoming facilities are properly maintained.

2. Priority 2 - Implementation of state standards

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

2. Internet/technology services to assist 100% of students in accessing CCSS.

2. Internet/technology services to assist 100% of students in accessing CCSS.

2. Internet/technology services to assist 100% of students in accessing CCSS.

**Planned Actions/Services**

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

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

- 2. Custodian to make sure facilities are in good operation, clean and safe
- 3. Ensure that there is are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty
- 4. Provide fast and reliable internet service and technology supplies for our students so they can use online CCSS aligned curriculum.
- 5. Construction of a new shed to streamline facilities

- 2. Custodian to make sure facilities are in good operation, clean and safe
- 3. Ensure that there are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty
- 4. Provide fast and reliable internet service and technology supplies for our students so they can use online CCSS aligned curriculum.
- 5. Completion of shed project to streamline facilities.

- 2. Custodian to make sure facilities are in good operation, clean and safe
- 3. Ensure that there are adequate materials and supplies to maintain a clean, safe and functional space for students, parents and faculty
- 4. Provide fast and reliable internet service and technology supplies for our students so they can use online CCSS aligned curriculum.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------



**Amount**

1. \$65,773  
2. \$23,856  
3A. \$8964 3B. \$9689  
3C. \$1500 3D. \$3,888  
4A. \$2,307 4B \$499  
4. \$7,260  
5. \$409,641

1. \$68,603  
2. \$20,415  
3A. \$9,600 3B. \$1,617  
3C. \$4,585 3D. \$13,602  
4. \$8,782  
5. \$54,470

1. \$68,603  
2. \$20,415  
3A. \$9,600 3B. \$1,617  
3C. \$4,585 3D. \$13,602  
4. \$8,782  
5. \$54,470

**Source**

- 1. LCFF
- 2. LCFF
- 3A. & 3B. LCFF
- 3C. & 3D. LCFF
- 4A. & 4B. LCFF
- 4. LCFF
- 5. Locally Identified

- 1. LCFF
- 2. LCFF
- 3A. & 3B. LCFF
- 3C. & 3D. LCFF
- 4. LCFF
- 5. Locally Identified

- 1. LCFF
- 2. LCFF
- 3A. & 3B. LCFF
- 3C. & 3D. LCFF
- 4. LCFF
- 5. Locally Identified

**Budget  
Reference**

1. 2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999

2. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999

3. 4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999

3. 5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ 5000-5999 3D. Rs 0230, OBJ 5000-5999

4. 4000-4999: Books And Supplies 4A. RS 0000, OBJ 4000-4999 4B. RS 0000, OBJ 4000-4999

4. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5000-5999

5. 5000-5999: Services And Other Operating Expenditures RS 0230, OBJ 5800

1. 2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999

2. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999

3. 4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999

3. 5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ 5000-5999 3D. Rs 0230, OBJ 5000-5999

4. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5000-5999

5. 5000-5999: Services And Other Operating Expenditures RS 0230, OBJ 5800

1. 2000-2999: Classified Personnel Salaries RS 0000,8150 OBJ 2000-3999

2. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-3999

3. 4000-4999: Books And Supplies 3A. RS 0000, OBJ 4000-4999 3B. RS 8150, OBJ 4000-4999

3. 5000-5999: Services And Other Operating Expenditures 3C. RS 0000, OBJ 5000-5999 3D. Rs 0230, OBJ 5000-5999

4. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5000-5999

5. 5000-5999: Services And Other Operating Expenditures RS 0230, OBJ 5800

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$88,220

Percentage to Increase or Improve Services

8.31%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

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

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$104,653

Percentage to Increase or Improve Services

9.16%

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.

For the 2018-2019 school year the district will spend approximately \$104,653 from supplemental/concentration funding, on providing services principally directed towards low income/at-risk students, as Fieldbrook School has no English language learners or homeless youth at this time. As stated in Goal 1, Actions 1 and 6 ,funding will be provided to the cafeteria in order to provide nutritional lunches and a local breakfast program for low income/at-risk students. In Goal 1, Action 2, supplemental/concentration funding will provide Homework Club after school, counseling services, intervention support, materials and supplies, professional development for teachers focused on strategies to integrate CCSS into the curricula, and technology support for low income/at-risk students. Fieldbrook School utilizes the Student Study Team approach (based on the RTI model) to determine student need and placement into the intervention program. Student need is based upon annual summative testing, interim tests, teacher observations and parent concern. Following the RTI model, the intervention program provides targeted instructio9n toward identified at risk-low income

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