LCFF Budget Overview for Parents

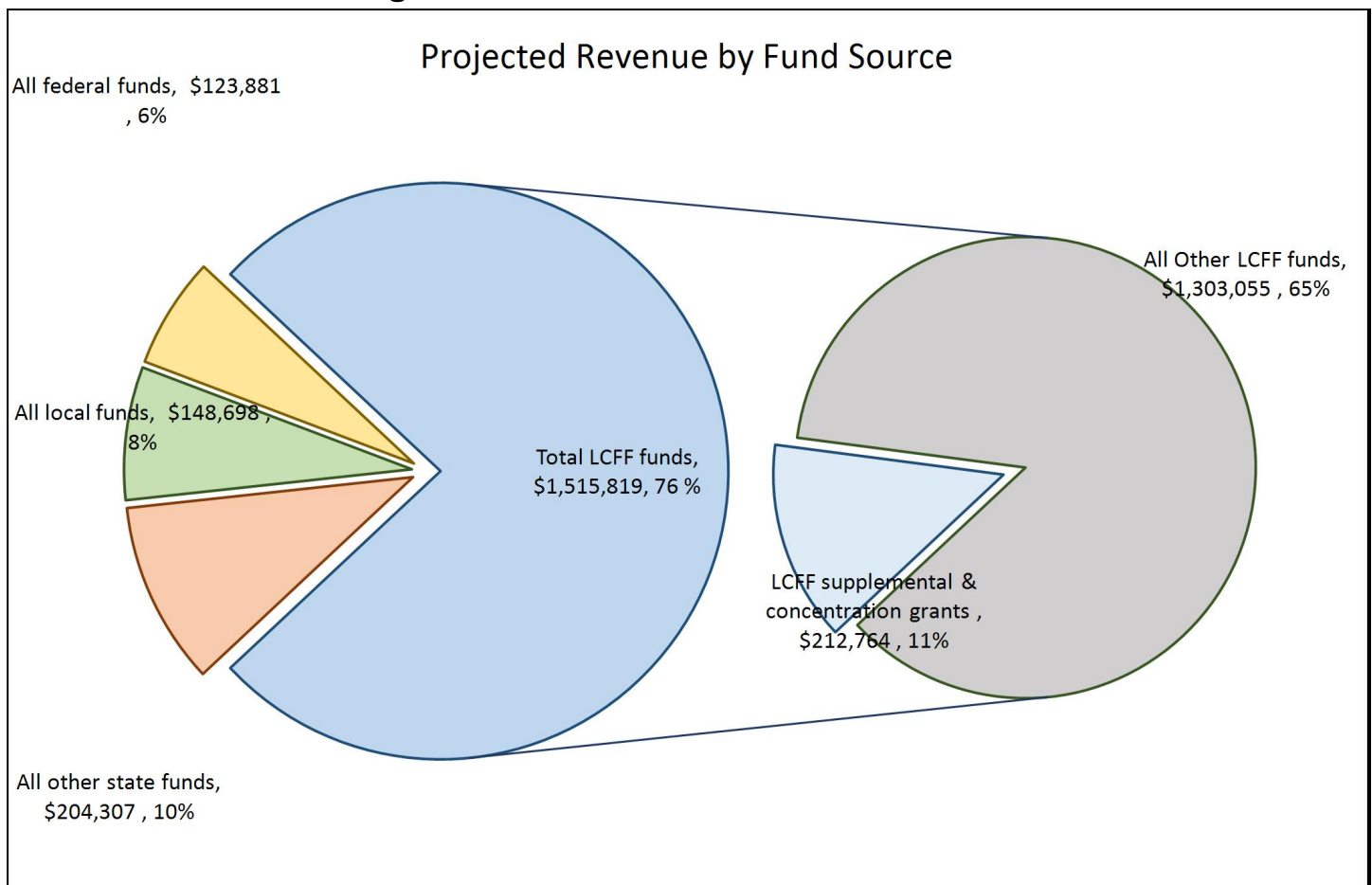Local Educational Agency (LEA) Name: Blue Lake Union Elementary School District

CDS Code: 12627036007694

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: DeAnn Waldvogel, Superintendent-Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $123,881, 6%

All local funds, $148,698, 8%

All other state funds, $204,307, 10%

Total LCFF funds, $1,515,819, 76 %

All Other LCFF funds, $1,303,055, 65%

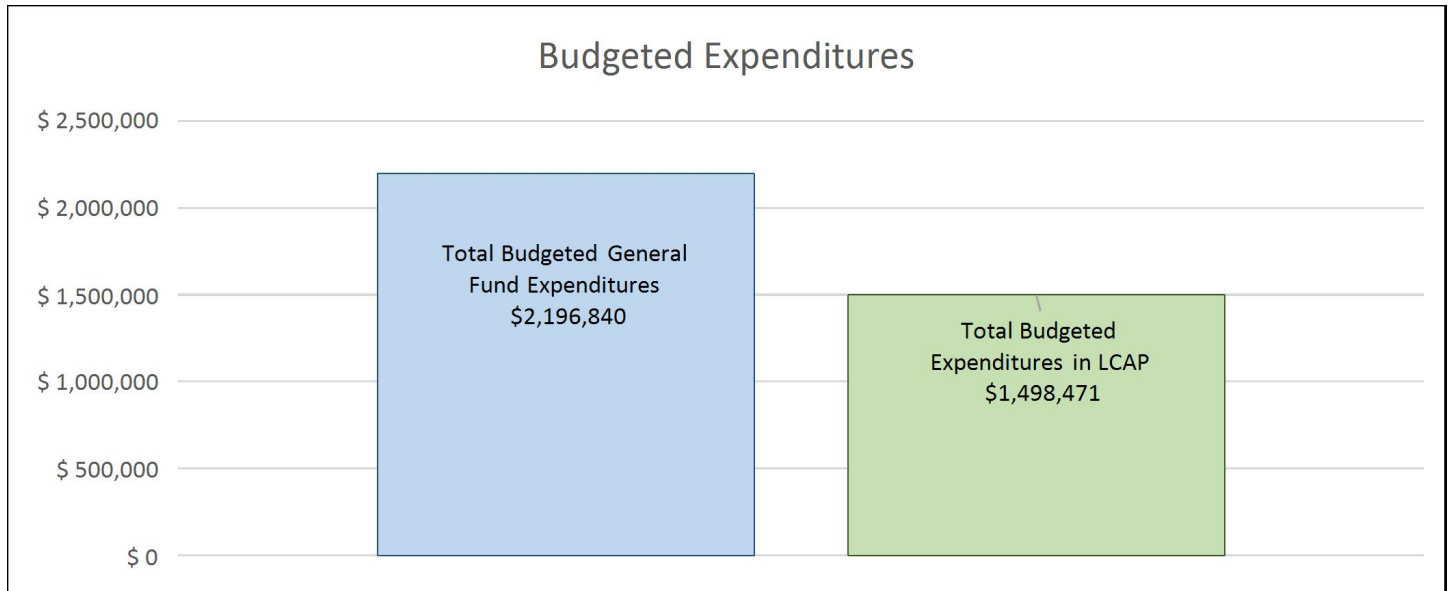LCFF supplemental & concentration grants, $212,764, 11%

This chart shows the total general purpose revenue Blue Lake Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Blue Lake Union Elementary School District is $1,992,705, of which $1,515,819 is Local Control Funding Formula (LCFF), $204,307 is other state funds, $148,698 is local funds, and $123,881 is federal funds. Of the $1,515,819 in LCFF Funds, $212,764 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $2,196,840

Total Budgeted Expenditures in LCAP $1,498,471

This chart provides a quick summary of how much Blue Lake Union Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Blue Lake Union Elementary School District plans to spend $2,196,840 for the 2019-20 school year. Of that amount, $1,498,471 is tied to actions/services in the LCAP and $698,369 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
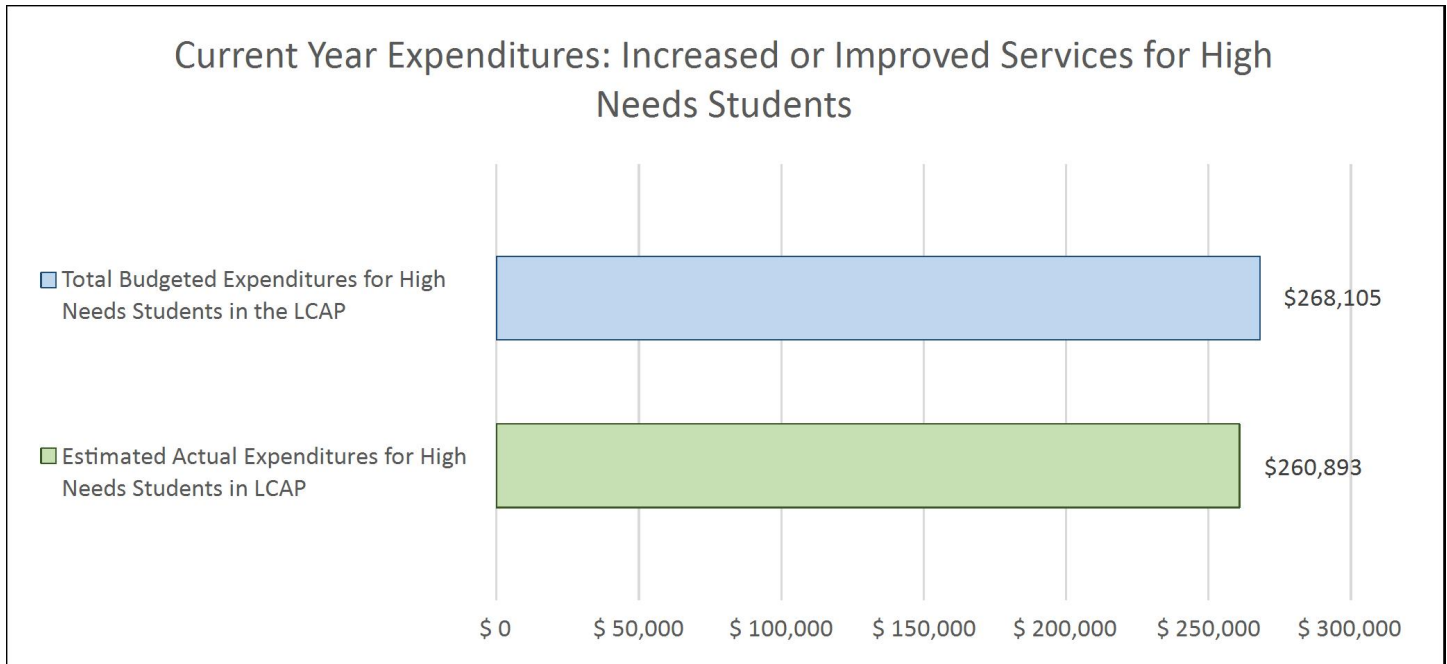
The reminder of general funds will be used to purchase classroom supplies and to also provide students with highly qualified teachers and staff in order to receive an efficient academic achievement experience.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Blue Lake Union Elementary School District is projecting it will receive $212,764 based on the enrollment of foster youth, English learner, and low-income students. Blue Lake Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Blue Lake Union Elementary School District plans to spend $298,404 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $268,105

Estimated Actual Expenditures for High Needs Students in LCAP — $260,893

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000

This chart compares what Blue Lake Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blue Lake Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Blue Lake Union Elementary School District's LCAP budgeted $268,105 for planned actions to increase or improve services for high needs students. Blue Lake Union Elementary School District estimates that it will actually spend $260,893 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: 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	Contact Name and Title	Email and Phone
Blue Lake Union Elementary School District	DeAnn Waldvogel Superintendent-Principal	dwaldvogel@bluelakeschool.org (707) 668-5674

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Blue Lake School is located in a small rural town situated in the Mad River Valley of Humboldt County in the heart of the majestic redwoods. The community is known for hunting, fishing, beach combing, rock-climbing, surfing, backpacking and camping. Blue Lake is a family-oriented community near many educational, cultural, and recreational experiences.

Blue Lake Union Elementary School District is a TK-8 single-school district located at 631 Greenwood Road in Blue Lake, CA. Student enrollment for the 2018-2019 school year averaged 160 students.

Our school has an outstanding teaching staff consisting of the following:
* Nine General Education Teachers (one class and one teacher per grade)
* One Response-to-Intervention/English Language Learner/Technology Teacher
* One Resource Specialist Teacher
* One Special Day Class Teacher

We have music classes twice a week during the core day as well as in our after-school program (ASES) for the Steel Pan Band.

Our ASES program has a devoted staff offering homework support, arts/crafts, Spanish classes, science enrichment, cooking clubs, STEM activities, and structured outdoor activities until 6:00 pm.

We also have dedicated staff in our cafeteria where student meals are cooked daily and when available we use local meat and produce. Our food programs provide breakfast, lunch, supper, and an evening snack.

We have sports programs for cross-country, volleyball, basketball, running club, and track.

Blue Lake Union Elementary School is supported and guided by a Parent Teacher Organization (PTO), School site Council (SSC), Blue Lake Education Foundation (BLEF), A Positive Behavior Interventions and Support (PBIS) Team, Playground Committee, and our Board of Trustees

According to the California Dashboard

* Socioeconomically Disadvantage = 64.9%
* English Learners = 5.9%
* Special Education = Nearly 32% (This is a significant sub group.)
* Foster Youth & Homeless =1.6%
 * White = 48.1%
 * American Indian = 4.43%
 * Hispanic/Latin = 21.5%
 * Unknown/Decline = 6.3%
 * Two or More = 18.99%
 * Black/African American = .63%

Enrollment by Ethnicity of Multi-Year CDE Link:

https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=1262703&agglevel=district&year=2018-19https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=1262703&agglevel=district&year=2018-19https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=1262703&agglevel=district&year=2018-19

The following priorities are not applicable:

Priority 4 – Student Achievement
 * API growth and subgroup performance
 * Percent of pupils who have successfully completed a-g courses or approved CTE sequences
 * Percent who have passed AP exam with a score of 3 or higher
 * Percent who demonstrate college preparedness via EAP or subsequent indicators

Priority 5 – Student Engagement
 * High School dropout rates
 * High School graduation rates

Priority 8 – Other Pupil Outcomes
 * Concurrent enrollment in community college classes
 * Number of students receiving Seal of Bi-literacy

DISTRICT VISION
The staff at Blue Lake Elementary School is committed to provide every student with:
* A Positive Learning Environment
 * A Completely Involved Staff
 * A Safe and Secure Environment
 We value every child and will work to support the educational and social needs of each student in our school. Blue Lake Union Elementary School is a safe learning community that empowers

learners with the knowledge, values, and skills to be contributing members of our society.

MISSION STATEMENT
Blue Lake Union Elementary School District is a partnership of school, parents, businesses, and the community. Our mission is to prepare children for the future by establishing the knowledge and skills to achieve academic excellence, personal growth, and success within a safe and diverse environment.

LCAP Highlights

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

GOAL 1: Increase parents, students, and community engagement (7 Actions)
 * BLUESD will provide effective communication through voicemails, emails, texting, website and notes home.
 * BLUESD will increase student engagement through a student-store, rewards, and raffles for positive behavior and attendance.
 * BLUESD will increase family event nights.

GOAL 2: Students will increase achievement levels. (10 Actions)
 *   BLUESD will provide new social studies curriculum and supports to increase student performance on the CAASPP.
 *   BLUESD teachers will provide tutoring for low-performing students and EL learners in ELA and math.
 *   BLUESD will contract with CALSOAP tutors to provide math and ELA tutoring

GOAL 3: A safe and healthy learning environment. (8 actions)
 *   BLUESD will keep the facilities in good working repair.
 *   BLUESD will continue to provide PBIS, SWIS, and Restorative Practices training.
 * BLUESD will provide onsite meal production and waste-reduction management.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Increased Support Services
 * We had a full-time psychologist/counselor intern.
 * We had a full-time teacher for Response-to-Intervention, English Language Learner services, and Technology

Implemented New Program

* New Accelerated Reader and STAR 360 Assessments were implemented in grades first through eighth.

Additional Teacher Tutoring for Student Support in After-School.
 * All teachers selected unduplicated students falling below grade level and used weekly target-tutoring to increase ELA and Math performance.

The California School Dashboard is a summary of performance. This data, along with stakeholder engagement input, has informed and influenced this plan.

The Student Group Report showed improvement in the following areas:

* English Language Arts (ELA) for All Students, Socioeconomically Disadvantaged, White, Two or More Races, and Hispanics
* ELA ~ All Students increased 9.9 Points
 * ELA ~ Socioeconomically Disadvantaged increased 15.2 Points
* ELA ~ White increased 4.7 Points
 * ELA ~ Two or More Races increased 11.2 Points
 * ELA ~ Hispanics increased 24.5 Points

* Math for All Students, Two or More Races, and White
* Math ~ All Students increased 3.7 Points
* Math ~ Two or More Races increased 7.6 Points
* Math ~ White increased 7.2 Points

* Suspension Rated declined by .6% ~ Green
* Socioeconomically Disadvantage declined 1.4% ~ **Green**
* Students with Disabilities declined 3.3% ~ Green
* Two or More Races declined 2.2% ~ **Blue**
* American Indian declined 14.3% ~ No Color

* Chronic Absents decreased by 5%
* Students with Disabilities decreased 3.1%
* Socioeconomically Disadvantaged declined 5.7%
* Two or More Races declined 1.6%
 * Hispanic declined 5.1%
* White declined 10.5% **~ Green**

Referring to the California School Dashboard, 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

Our greatest areas of need are as listed by the California Dashboard are as follows:

English Language Arts (ELA) Indicator

 * All Students ~
Yellow

-33.5

Distance From Standard

*

Socioeconomically

Disadvantaged ~

Yellow:

-
48.2

Distance From Standard

* Students with Dis
abilities ~ No Color:

-94.9

Distance From Standard

* White Students ~

Yellow:

-
32.5

Distance From Standard

* American Indian declined 8.6 points

CAASPP ELA ~ Smarter Balanced Results for grades 3rd – 8th

* 35.09% have not met the English Language Arts Standards

* 26.32% have nearly met the English Language Arts Standards

Mathematics Indicator

* All Students
~

Yellow:

-59.8

Distance From Standard

* Socioeconomically Disadvantaged ~

Orange:

-84

Distance From Standard

* Socioeconomically Disadvantaged ~ Maintained

:
Orange

 * White ~
Yellow:
~
52.6
Distance From Standard

 * Hispanic declined
20.2
points

 * American Indian declined
22.1
points

 * Students with Disabilities ~
No Color:

-162
Distance From Standard

 * Students with Disabilities declined by
34.8
points

CAASPP Math ~ Smarter Balanced Results for grades 3rd – 8th

* 40.35% have not met the Math Standards

* 33.50% have nearly met the Math Standards

 It is also important to note that we have a high special education population (32%) which affects performance indicators.

* Suspension Rate increased for the following student groups:

* White increased by 1.1%
~
Orange

* Hispanic increased by 2.9% ~ No Color

 * American Indian increased by 14.3% ~ No Color

<u>**Steps for Improving English Language Arts and Math**</u>
<u>**Indicators**</u>

- Hire Highly Qualified Teachers. Research shows that teacher effectiveness is critical to improving outcomes for all students. *See LCAP Goal 1 Action 6; Goal 1 Action 7*
- Invest in professional development in the area of CCSS *See LCAP Goal 2 Action 8*
- Invest in professional development for English Language Learners *See LCAP Goal 2 Action 1*
- Offer an intervention teacher to meet the instructional needs of at-risk students at all grade levels. *See LCAP Goal 2 Action 1*
- Offer supplemental programs to increase reading fluency, comprehension, and math concepts *See LCAP Goal 2 Action 7*
- Offer Summer Reading Program & Access to Libraries *See LCAP Goal 2 Action 5*
- Offer CAL-SOAP tutors to help at-risk students for grades 5-8 *See LCAP Goal 2 Action 4*
- Offer After-School Teacher Tutoring for all students *See LCAP Goal 2 Action 4*
- Offer County training for CAASPP Interim Assessments and Instruction based on Data *See LCAP Goal 2 Action 10*

Steps for Improving Suspension Rate

- Increase School Engagement through tickets and a student store. *See LCAP Goal 1 Action 2*
- Access to Counseling services to help with self-regulation. *See LCAP Goal 2 Action 2*
- Positive Behavior Interventions and Supports and Restorative Practices training. *See LCAP Goal 3 Action 1*

Referring to the California School Dashboard, 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

Suspension Rate data shows that white students are two levels below the "all student" performance. To address the gap the following actions and services are included:
- Increase School Engagement through tickets and a student store. See LCAP Goal 1 Action 2
- Access to Counseling services to help with self-regulation. See LCAP Goal 2 Action 2
- Positive Behavior Interventions and Supports and Restorative Practices training. See LCAP Goal 3 Action 1

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

There are no schools within the one-school LEA that has been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A: There are no schools within the one-school LEA that has been identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A: There are no schools within the one-school LEA that has been identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

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

Parents and students will be engaged in the learning community at Blue Lake School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator **Basic (1)** Annual SARC **18-19** 100% Credentialed Teachers **Baseline** 100% Credentialed Teachers	**MET:** 100% of teachers are credentialed.
Metric/Indicator **Parental Involvement (3)** Parent Decision Making **18-19** 65% Completed Surveys **Baseline**	**NOT MET:** * 34% of parents responded to the Blue Lake School's online survey * 34% of parents responded to CHKS (California Healthy Kids Survey)

Expected	Actual

87%
Completed Surveys

Metric/Indicator
Pupil Engagement (5)
Attendance Rate

18-19
96% Based on SIS/Edupoint

Baseline
92%
SIS/Schoolmaster

MET: The attendance rate is 96% as of April 2019 (P-2)

Metric/Indicator
Pupil Engagement (5)
Chronic Absenteeism

18-19
SIS/Edupoint: 8%

California Dashboard: 14%

Baseline
2015-2016: 20%
2016-2017: 8% SIS/Schoolmaster

MET:
 * SIS/Edupoint = 7.5% as of April 2019 (P-2)

 * California Dashboard = 10.3% Chronically Absent (Fall 2018)

Metric/Indicator
Pupil Engagement (5)
Middle School Dropout Rate

18-19
0%

Baseline
0%

MET: 0% Dropout Rate as of May 2019

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

* Translate all voicemails, emails, and school notifications in Spanish for Spanish speaking families as needed.
 	
* Post the Handbook in Spanish 100% of the time.
 	
* Post the Newsletters on our website in Spanish 8 out of 11 months between August and June
 	
* Utilize Blackboard Connect to keep parents informed for upcoming events
 	
* Purchase and use a new SIS system to increase student and parent engagement through the student and parent online portal.
	* We did not have Spanish only speaking families. Voicemails, emails, and general school notifications were not translated in Spanish.
	
	* The 2018-2019 Handbook was translated in Spanish
	
	* 100% of Newsletters were translated in Spanish
	
	* Blackboard Connect was utilized weekly to notify families of events.
	
	* We purchased and are using a new SIS System ~ Synergy-Edupoint.
		(a) salaries:$3,378
		(b) benefits:$938
		(c) services $12,750
		  Base $17,066
			(a) salaries: $338 LCFF RS0000
			
			GL-FN-OBJ 1110-2700-2403; $509 GL-FN-OBJ 1110-2700-1303
			
			(b) benefits: $94 LCFF RS0000
			
			GL-FN-OBJ 1110-2700-3XX2's; $101 GL-FN-OBJ 1110-2700-3XX1's
			
			(c) services $13438 LCFF RS0000
			
			GL-FN-OBJ 0000-7200-5800
			
			  LCFF Base $14480

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Maintain a student store with donated items from local stores and business to encourage engagement and attendance. * Give daily tickets for attendance and positive engagement in school.	* We purchased items for the student store.	(a) salaries:$1,351 (b) benefits:$375 (c)supplies $300 0000: Unrestricted Base $2,026	(a) salaries: $118 LCFF RS0000 GL-FN-OBJ 1110-2700-2403; $254 GL-FN-OBJ 1110-2700-1303

* Monthly raffles for students with 90% and 95%. * Trimester raffle for 100% attendance.	* We did not give tickets out to students this year. Further research for PBIS implementation was needed to ensure success. * Monthly Raffles were issued for two students each month valued at $10/student * Trimester Raffles were issued for two students each trimester valued at $25/student		(b) benefits: $33 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX2's; $50 GL-FN-OBJ 1110-2700-3XX1's (c) supplies: $319 LCFF RS0000 GL-FN-OBJ 1110-1000-4391 LCFF Base $774

Action 3

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

* Increase family involvement by adding a a Math Night and Dinner & Game Night
 	
* The Superintendent-Principal will make contact with student families with more than three unexcused consecutive absences on a monthly basis to increase engagement and attendance for all students.
 	
* Purchase postcards, flyers and banners to bring an awareness of attendance using the slogan, "Attendance Adds Up: 7 or less is best!"
	* Our family involvement included Literacy Night which incorporated crafts and games. Math night did not occur.
	
	* The Superintendent-Principal twenty-six calls relating to truancy. She also attended eight SART meetings and five SARB meetings.
	
	* Flyers were created and newsletters included attendance awareness sections on a bi-monthly basis.
		(a)salaries :$5,022 (b) benefits:$1,118 (c) supplies: $500
		
		LCFF S/C (0001) (a) $2,047, (b) $530
		Base (0000) (a)$2,975, (b)$588, (c)$500
		
		Object Codes: (a) 1000 (b) 2000 (c) 4000
		   $6,640
			(a) salaries: $148 LCFF RS0000
			
			GL-FN-OBJ 1110-2700-2403; $382 GL-FN-OBJ 1110-2700-1303; $427 GL-FN-OBJ 1100-1000-1100
			
			(b) benefits: $41 LCFF RS0000
			
			GL-FN-OBJ 1110-2700-3XX2's; $75 GL-FN-OBJ 1110-2700-3XX1's; $84 GL-FN-OBJ 1110-1000-3XX1's
			
			   LCFF Base $1,157

| | | | (c) supplies: $37 Lottery RS1100 GL-FN-OBJ 1110-1000-4310 Lottery $37 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To assist attendance, district bus transportation will be maintained to and from school.	The school maintained bus transportation throughout the year.	(a)salaries: $7,170 (b)benefits: $2,000 (c) supplies/diesel:$2,894 (d) training, maintenance, insurance, testing, cash-in-lieu payment: $25,304 LCFF Base: Transportation (0212) (a)$7,170 (b)$2,000 (c)$2,894 (d)$22,304 LCFF Base: Cash in Lieu Payment (0000) (d)$3,000 Object Codes: (a) 2000 (b) 3000(c) 4000 (d) 5000 $37,368	(a) salaries: $17,654 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-2203 (b) benefits: $4,563 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-3XX2's (c) supplies/diesel: $60 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-4365 (d) maintenance: $8154 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-5634, insurance: $1967 OBJ 5450, testing: $100 OBJ 5866 (e) cash-in-lieu payments: $3381 LCFF RS0000

| | | | GL-FN-OBJ 5001-3600-5809

(f) Registration Fees: $54 Transportation RS0210 GL-FN-OBJ 1194-3600-5207

(g) Contracted Services: $4688 LCFF Transportation RS0210

GL-FN-OBJ 1194-3600-5800
 LCFF Base $40,621 |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will provide gas cards and/or bus passes for homeless students.	The school has been providing gas funds for our homeless families.	(d)services: bus tickets $100 5000-5999: Services And Other Operating Expenditures Title I $100	(c) supplies: bus tickets $45 Title I RS3010 OBJ 5261 Title I $45
			(d) services: gas allowance $1685 Source LCFF RS0000 GL-FN-OBJ 5001-3600-5809 LCFF Base $1685

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will hire highly qualified teachers to offer a broad course of	* The district has highly qualified teachers who offer a broad course of study to all students utilizing	(a) salaries:$406,300 (b) benefits: $205,705	(a) salaries: $319,590 Source LCFF RS0000 GL-FN-OBJ 1110-

study and provide state standards aligned curriculum to all students.	curriculum aligned to the state standards.	LCFF Base(0000)(a)$202,235 (b)$166,371, EPA(1400) (a)$161,885 (b)$30,939, Title I(3010) (a)$21,412 (b)$4,261, Title II(4035) (a)$7,201 (b)$1,433, REAP(5820) (a)$13,567 (b)$2,701
		Object Codes: (a) 1000 (b) 3000
		  $612,005
			1000-1100
			
			(b) benefits: $63,183 LCFF RS0000 GL-FN-OBJ 1110-1000-3XX1's
			
			  LCFF Base $382,773

			(a) salaries: $12,008 Lottery RS1100 OBJ 1140 (b) benefits: $1,299 Lottery RS1100 OBJ 3000's (c) supplies: $12,370 Lottery RS1100 OBJ 4000's Lottery $25,677
			(a) salaries: $13,038 EPA RS1400 OBJ 1100 (b) benefits: $10,510 EPA RS1400

OBJ 3000's

  Other $23,548

(a) salaries: $16,882 Title I RS3010

OBJ 1000's

(b) benefits: $5,962 Title I RS3010

OBJ 3000's

(c) supplies: $298 Title I RS3010

OBJ 4310

(d) services: $4,376 Title I RS3010

OBJ 5200

(e) Indirect Costs: $1,191 Title I RS3010

OBJ 7000's
  Title I $28,709

(a) salaries: $5,678 Title II RS4035 GL-FN-OBJ 1110-1000-1100

| | | | (b) benefits: $2,005 Title II RS4035 GL-FN-OBJ 1110-1000-3XX1's
  Title II $7,683 |
| | | | (a) salaries: $13,191 REAP RS5820

OBJ 1000's

(b) benefits: $4,269 REAP RS5820

OBJ 3000's

  Federal Funds $17,460 |

Action 7

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

Highly qualified teachers will offer a broad course of study and provide state standards aligned curriculum to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in general education.	* The district has highly qualified teachers and aides who offer a broad course of study to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in the general education curriculum aligned to the state standards.	(a) salaries:$66,200
		(b) benefits$17,148
		LCFF S/C(0001/1501)(a)$66,200 (b)$17,148
		Object Codes: (a) 1000 (b) 3000
		
		  $83,348
			(a) salaries: $71,420 S/C RS0001
			
			OBJ 1000's; $32,067 OBJ 1000's and $43,419 OBJ 2000's
			
			(b) benefits: $53,048 S/C RS0001
			
			OBJ 3000's
			  LCFF Supplemental and Concentration $199,954

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.

Metric Parent Engagement (3) will continue to be measured by surveys. It is important to note that this year we used online forms and offered paper copies, but the responses were significantly lower than previous years. Next year, we will have electronic devices available at our family/parent events to increase parent participation in surveys.

1. **Action 1** was partially implemented. All newsletters and the BLS Handbook were translated in Spanish. We did not translate calls or emails in Spanish. All of our Spanish speaking families speak fluent English.

2. **Action 2** was partially implemented. Monthly raffles occurred for 95% attendance. Items were donated and purchased for the student store. However, additional research was necessary to implement a student store effectively across all grades.

3. **Action 3** was partially implemented. We did not have a Math Night or Game Night. We did have Literacy Night that encompassed crafts and games It was very well attended. We also did not purchase the banners for attendance. We did have a section bi-monthly in the newsletters for attendance highlights.

4. **Action 4** was fully implemented. We had a bus route for the morning and afternoon. There was a brief interruption when the bus driver had an injury.

5. **Action 5** was fully implemented. We reimbursed a family for mileage due to a lack of housing.

6. **Action 6** was fully implemented. All teacher are highly qualified.

7. **Action 7** was fully implemented. All teachers are highly qualified to teach and to differentiate instructions for English learner, foster youth, and low income students. We also maintained small class sizes to provide support for all students as they focus on the reinforced skills that serve as the foundation of subsequent learning.

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

1. Action 1: Translating written material in Spanish was effective in giving Spanish speaking families print in their first language.

2. Action 2: Phone calls, SART meetings, SARB meetings, and raffles for 95% attendance increased students coming to school regularly and has shown a reduction in our chronically absent students.

3. Action 3: The Literacy Night encompassed crafts, games, and dessert. It was well attended and parents appreciated the evening events. It was an effective event for parent engagement.

4. Action 4: Available bus transportation was effective in getting 22% of our students to school on-time.

5. Action 5: Offering funds for a family who struggled with housing was effective in getting a student to school who would not otherwise been able to get to school.

6. Action 6: Having highly qualified teachers was effective in increasing student academic progress and family engagement.

7. Action 7: Highly qualified teachers who appropriately differentiate instruction are very effective in engaging students in the academic process. Our teacher are highly qualified, differentiate instruction, and our effective educators. It is important to note that we maintain small class sizes in grades K-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: There is a material difference for Action 1. The cost for our new SIS system of Synergy-Edupoint was higher than expect; however, the cost for salaries was less than projected.

Action 2: There is a material difference for Action 2. We did not implement the student store fully; therefore, there were less associated cost.

Action 3: There is a material difference for Action 3.We did not have additional evening events, and we did not purchase PBIS posters and banners.

Action 4: There is a material difference for Action 4. The projected cost for salaries was under-budgeted.

Action 5: There is a material difference for Action 5. The cost for for transportation for a homeless family exceeded the budgeted amount of $100.

Action 6: There is a material difference for Action 6. The projected cost for salaries and benefits were under-budgeted. We hired an additional teacher, and through negotiations an increase occurred for the Health & Welfare cap as well as a one-time payment to twelve teachers. However, we removed the cost for our special education teacher and placed the cost in Goal 2 Action 9.

Action 7: There is a material difference for Action 7.   The projected cost for salaries and benefits was under-budgeted. It was also noted that aide salaries were inadvertently left out of the cost for the action.

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.

After analysis, the following changes will occur:

Metric Pupil Engagement (5): The District surpassed the projected outcome for the 2018-2019 year and will adjust the Chronic Absenteeism anticipated outcome for the 2019-2020 year from 7.5% to 7% for our SIS system and 13% to 8% for the California Dashboard.

Goal 1 Action 1: The school will translate the BLS Handbook and Newsletters in Spanish. There is not a need at this time to translate phone calls or emails in Spanish.

Goal 1 Action 2: Our student store is expected to be fully utilized in 2019-2020.

Goal 1 Action 3: The school is working with PTO for additional parent engagement evenings such as Family Feast, Craft Fair, Bingo Night, and/or Dinner & Game Night. The District will be providing a Math Festival Evening event. We will also purchase the PBIS materials.

Goal 1 Action 5: We will change the language in the action to reflect "funds for transportation" instead of gas cards or bus tickets. Broader language allows for more options for assisting families.

Goal 1 Action 6: The expenditures for salaries and benefits will be put in Goal 2 Action 9 to prevent counting identical costs twice.

Goal 1 Action 7: We will modify the language to include we maintain small class sizes in grades K-8 in order to provide support for students as they

focus on the reinforced skills that serve as the foundation for subsequent learning. The cost for aides will be included in expenditures as they were inadvertently left off the previous year's action.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Students will be offered a broad course of study to increase achievement levels in core academics that will improve the foundation for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                              Priority 2: State Standards (Conditions of Learning)
                              Priority 4: Pupil Achievement (Pupil Outcomes)
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator **Basic (1)** Annual SARC **18-19** 100% Credentialed Teachers **Baseline** 100% Credentialed Teachers	**MET:** 100% of teachers are credentialed
Metric/Indicator	**MET:** We have 100% Sufficient State Aligned Curriculum

Expected	Actual
Basic (1) Sufficient State Aligned Curriculum **18-19** 100% Sufficient Material **Baseline** 100% Sufficient Material	
Metric/Indicator **Implementation CCSS (2)** Professional Development **18-19** **CCSS Professional Development** * 75%: 9 out of 12 teachers **CCSS Implementation Survey** * ELA: 4 ~ Full * ELD: 4 ~ Full * Math: 5 ~ Full & Sustainability * NGSS: 2 ~Initial * History-Social Science: 5 ~Full & Sustainability **Baseline** 92% CCSS PD Training	**MET:** 100% received CCSS professional development through curriculum workshops/training * ELA: 5 ~ Full & Sustainability * ELD: 5 ~ Full & Sustainability * Math: 5 ~ Full & Sustainability * History-Social Science: 5 ~ Full & Sustainability (Next year, will be initial implementation of new curriculum) **NOT MET:** * NGSS: 1 ~ Exploration & Research Phase
Metric/Indicator **Implementation CCSS (2)** Access to State Standards & ELD Standards	**MET:** 100% of students had access to the standards

	Expected	Actual

Expected	Actual
18-19 100 % Have Access to Standards **Baseline** 100 % Have Access to Standards	
Metric/Indicator **Pupil Achievement (4)** CAASPP ELA **18-19** **CA DASHBOARD** * All Students: **-38.4 DF3** * Socioeconomically Disadvantaged: **-58.4 DF3** * Students with Disabilities: **-87.4 DF3** * White Students: **-32.2 DF3** **Baseline** 41% Met and/or Exceeded	**CA DASHBOARD ~ ELA** * **MET =** All Students: -33.5 Distance From Standard * **MET =** Socioeconomically Disadvantaged: -48.2 Distance From Standard * **NOT MET =** Students with Disabilities: -94.9 Distance From Standard * **NOT MET =** White Students: -32.5 Distance From Standard * **NOT MET =** 38.6% All Students Met and/or Exceeded.
Metric/Indicator **Pupil Achievement (4)** English Proficiency **18-19** **ELPAC** Increase the Average Overall Performance by 20 points: 1544.1 **Baseline** CELDT: 0% Increased One Overall Performance Level	MET: The Average Overall Performace was 1558
Metric/Indicator **Pupil Achievement (4)** EL Reclassification **18-19**	**MET:** 50% for or students were reclassified.

	Expected	Actual

	Actual

Expected — **Actual**

ELPAC * 1% Reclassification * Reclassification of one ELL student **Baseline** CELDT * 0% Reclassification	
Metric/Indicator **Pupil Achievement (4)** CAASPP Math **18-19** **CA DASHBOARD** * All Students **-58.5 DF3** * Socioeconomically Disadvantaged **-76.8 DF3** * Students with Disabilities **-122.2 DF3** **Baseline** 25% Met and/or Exceeded	**CA DASHBOARD ~ Math** * **NOT MET** = All Students: -59.3 Distance From Standard * **NOT MET** = Socioeconomically Disadvantaged: -84 Distance From Standard * **NOT MET** = Students with Disabilities: -162 Distance From Standard * **MET** = 28.07% All Students Met and/or Exceeded.
Metric/Indicator **Course Access (7)** Increased ELA & Math Scores on District Assessments for unduplicated students to increase GE access to curriculum **18-19** * 32% of unduplicated students will participate in After-School Teacher Tutoring. * 72% of the students will met their individual goals. * 90% will increase ELA & Math scores on District Assessments. **Baseline** * 23% of unduplicated students participate in After-School Teacher Tutoring. * 87% of the students increased ELA & Math scores on District Assessments.	**NOT MET** = 27% of unduplicated students participated in after-school teacher tutoring. **NOT MET**= 54% met their individual goals **NOT MET**= 89% increased Math scores on District Assessments **MET** = 90% increased ELA scores on District Assessments

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
* A credentialed teacher will provide RTI services and EL services. * Provide EL Professional Development	* The District hired a 1.0 FTE teacher for RTI, EL, and Tech services. * The District provided EL professional development.	(a)salaries $62,730 (b)benefits $16,391 LCFF S/C: (0001/1501/1502)(a)$62,730 (b)$16,391 Object Codes: (a) 1000 (b) 3000 $79,121	"Expenditures reflected in Goal 1 Action 7" LCFF Supplemental and Concentration

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Provide Counseling Services	* The District hired a 1.0 FTE Psych/Counselor Intern	(a)salaries $32,544 (b)benefits $5,559 LCFF S/C(0001) Object Codes: (a) 1000 (b) 3000 $38,103	(a) salaries: $28,500 S/C RS0001 GL-FN-OBJ 1500-3110-1200 (b) benefits: $5622 S/C RS0001 OBJ 3000's (c) supplies: $460 S/C RS0001 OBJ 4000's LCFF Supplemental and Concentration $34,582

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Maintain a minimum of .40 FTE (two days per week) of music instruction for students K-8.	* The District maintained .40 (two days per week) of music instruction during the core day. * The District also had .40 FTE (two days per week) of music instruction during after-school.	(a)salaries $10,171 (b)benefits $2,836 LCFF Base (0000):Music Object Codes: (a) 2000 (b) 3000 $13,007	(a) salaries: $10,171 LCFF RS0000+ GL-FN-OBJ 1228-1000-2105 (b) benefits: $2818 LCFF RS0000 GL-FN-OBJ 1228-1000-3XX2's LCFF Base $12,989

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Teachers will provided a minimum of 14 hours of after-school tutoring to students working below grade level and create measurable goals for student improvement. * The District will contract with CALSOAP to offer tutoring.	* All 12 teachers provided a minimum of 14 hours of after-school tutoring to students working below grade level. * The District contracted with HCOE to have CALSOAP for 15 hours per week of tutoring.	(a)salaries :$14,757 (b) benefits:$6,228 (c) CALSOAP $1,283 LCFF S/C (0001/1500) Instruction (a) $14,757 (b) $6,228 LCFF Base (0000) (c) $1,283 Object Codes: (a) 1000 (b) 3000 (c) 5000 $22,268	(a) salaries: $19,191 S/C RS0001 OBJ 1000's (b) benefits: $4,150 S/C RS0001 OBJ 3000's (c) CALSOAP $1283 S/C RS0001 OBJ 5000's LCFF Supplemental and Concentration $24,624

Action 5

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

| Provide 1 book per student for summer reading | * Books were ordered for each class. However, some classes received double quantities and other received the wrong title. The District incurred the cost for the books, but not all students received the books. | (a) supplies $2,000 LCFF S/C (0001/1500) : Instruction Object Codes: (a) 4000 $2,000 | (a) supplies: $1,733 S/C RS0001 GL-FN-OBJ 1110-1000-4100 LCFF Supplemental and Concentration $1,733 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Provide backboard materials for Science Fair and History Day * Provide materials for Rube Goldberg Projects to low income families	* Backboards were provided for all students for History Fair. (The school alternates science and history fair each year) * The students did not complete a Rube Goldberg Project	d)supplies $500 Lottery (1100) Object Code: (d) 4000 Lottery $500	(d) supplies: $517 Lottery RS1100 GL-FN-OBJ 1110-1000-4310 Lottery $517

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Purchase new 6-8 ELA and social studies curriculum * Purchase Accelerated Reading * Purchase Accelerated Math * Purchase STAR 360 Assessment tool	* We purchased new Social Studies Curriculum for TK-8. * We purchased Accelerated Reading * We purchased STAR 360 for a school-wide assessment tool.	(c) textbooks/instructional materials $56,247 Instructional Materials(0212): Instruction Object Code: (c) 4000 $56,247	(c) textbooks/instructional materials: $29,500 Instructional Materials RS0212 GL-FN-OBJ 1110-1000-4110 LCFF Base $29,500 (c) textbooks/instructional materials: $4,637 Donations RS0015 GL-FN-OBJ 1110-1000-4312 Other $4,637

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Teachers will be provided a minimum of two days of professional development with a focus on differentiated instruction to serve unduplicated students in the one or more of the following areas: ELA, Math, Social Studies, NGSS/Science, Art, Music, ELL services, and/or PD for improving core subject instruction.	* All teachers have been provided a minimum of two days professional development for all students. Examples: * Ongoing Tech training through HCOE * Synergy Training for all teachers * PBIS for all teachers by Dr. Dale Myers * Bi-Monthly PBIS & Coaches Meetings by HCOE * OT Handwriting Instruction monthly for TK/K - 2. * Positive Reinforcement Training for all teachers by HCOE * National Geographic Training twice for TK-5, SDC, RTI, and RSP * 34th Annual K-1 Conference * NGSS Overview @ HCOE for all teachers * Redwood Writing Project Super Saturdays * Math Workshop	(a)salaries $14,757 (b)benefits $6,229 LCFF S/C (0001) (a)$14,757 (b)$6,229 Object Code: (a) 1000 (b)3000 $20,986	"Salaries and Benefit Expenditures reflected in Goal 1 Action 6 and in Goal 2 Action 9"

	* STEAM Workshop	

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Hire or contract qualified special education personnel – certificated and classified -- to support students in accessing and progressing in the general education curriculum and to make academic progress within special education programs. Personnel include: Occupational Therapist Speech Therapist Behavioral Specialist Resource Specialist Special Day Class Teacher RSP and SDC aides SDC SCIAs	We have hired qualified special education personnel for all areas. Occupational Therapist through HCOE & for ongoing training Speech Therapist ~ 2 days per week Behavioral Specialist (ERICS) through SELPA Resource Specialist -- Full Time SDC Teacher -- Full Time RSP Aide SDC Aide SCIAs	(a) salaries: $148,217 (b) benefits: $38,037 (c): contracted services: $73,700 (d) other tuition and indirect costs: $121,426 Special Education(3310) (a):53,174 (b) $10,582 Special Education (6500) (a)$95,043 (b) $27,455 (c) $73,700 (d) $121,426 Object Code: (a)1000/2000 (b)3000 (c) 5000 (d) 7000 $381,380	(a) salaries: $51,283 Sp.Ed. RS3310 OBJ 1000's; $79,821 Sp.Ed. RS6500 OBJ 1000's and $54,256 Sp.Ed. RS6500 OBJ 2000's (b) benefits: $23,072 Sp.Ed. RS3310 OBJ 3000's and $33,259 Sp.Ed RS6500 OBJ 3000's Special Education $241,691

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* We will contract with HCOE for teacher training on administering CAASPP Interim Assessments * Teachers will administering monthly CAASPP Interim	* HCOE training for CAASPP Interim Assessments occurred on 2/7/209		No Cost

Assessments and used the data to inform their instruction.	* Teachers began administering the Interim Assessments after the February Training.

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.

1. Action 1 was fully implemented. RTI and EL services were implemented Monday through Friday.

2. Action 2 was fully implemented. A 1.0 FTE Pysch Intern/Counselor was hired and supervised by a licensed psychologist/behaviorist.

3. Action 3 was fully implemented. We have a music coordinator .40 FTE

4. Action 4 was fully implemented. Teacher provided after-school tutoring to students working below grade level

5. Action 5 was partially implemented. First grade, fourth grade, and seventh grade had books ordered, but not delivered to students.

6. Action 6 was fully implemented. History backboards were supplied to all students participating in the History Project. Foam Boards were provided to 4th graders. The Rube Goldberg project was not a project for this year.

7. Action 7 was partially implemented. History books were purchased for TK-8 as well as Accelerated Reader and STAR 360 assessments. However, Accelerated Math was not purchased.

8. Action 8 was fully implemented.. All teachers received professional development related to curriculum and standards

9. Action 9 was fully implemented. Qualified personnel was hired for special education onsite as well as contracted through Humboldt County Office of Education.

10. Action 10 was fully implemented. Training for CAASPP Interim Assessments was provided to teachers in grades 3-8 as well as the resource teacher and special day class teacher.

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

1. Action 1 was effective in building confidence is low-performing students and English Learners resulting in steady academic progress.

2. Action 2 was effective by providing needed counseling services to our students and to staff. The counselor was able to provide strategies and training for students that encouraged self-regulation promoting academic outcomes to foster a foundation for high school, career, and college readiness.

3. Action 3 was effective at providing music instruction to all grades. It further promoted academic progress for students wanting to participate in performing groups that require students to have a GPA of 2.0 or higher. Educating students in the arts increases high school, career, and college readiness.

4. Action 4 was very effective in building academic confidence and preventing students' academic performance gaps to widen. It was an effective Tier 2 support.

5. Action 5 was not as effective this year. First grade, fourth grade, and seventh grade had books ordered, but not delivered to students. Stakeholders feel passionate about providing students with summer reading books. The school will provide an incentive for students to read and to bring back their books for a Throwback Thursday event.

6. Action 6 was effective for all students participating in History Projects. All students were provided a backboard or foam board.

7. Action 7 was somewhat effective. Teachers have their history teachers' editions and planning guides to prepare for next year. Accelerated Reader was more effective for teachers familiar with the program. STAR 360 assessments was effective in getting baseline data amd identifying students needing academic supports.

8. Action 8 was effective. All teachers received professional development related to curriculum and standards

9. Action 9 was effective. Qualified personnel was hired for special education onsite as well as contracted through Humboldt County Office of Education.

10. Action 10 was effective in providing teachers with step-by-step instructions how to administer CAASPP Interim Assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Action 1: There is a material difference for Action 1. The cost of the RTI teacher was lower than anticipated and is now being reflected in Goal 1 Action 7 to ensure that we do not count costs twice.

3. Action 3: There is a material difference for Action 3.When we include the cost for after-school music, there is an increase cost to the action.

4. Action 4: There is a material difference for Action 4. The cost of teacher-tutoring was slightly higher than project. Higher by less than one percent.

7. Action 7: There is a material difference for Action 7. The cost was lower because we did not order all the anticipated curriculum.

8. Action 8: There is a material difference for Action 8. The cost for professional development came in lower than expected.

9. Action 9: There is a material difference for Action 9. The cost for for salaries increased; however, the costed for contracted services decreased significantly as well as a decrease in indirect costs.

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.

After analysis, the following changes will occur:

Metric Implementation CCSS (2): Professional Development: We will be modifying it to 100% of teachers receiving CCSS professional development. We anticipated 75% this year, but offered CCSS PD to all twelve teachers, and stakeholder input wanted 100% of teaches to have PD training in CCSS.

Metric Implementation CCSS (2): CCSS Implementation Survey History Social Science: Our implementation survey showed that although we are fully implemented now for HSS, will be at an initial implementation level in 2019-2020 with newly adopted curriculum.

Metric Implementation CCSS (2): CCSS Implementation Survey NGSS: We also did not adopt NGSS material. Stakeholder input wanted us to slow down the process and do more research. We are now and will be in the Explore & Research Phase.

Metric Pupil Achievement (4): ELA: English Language Art outcomes will be adjusted to create a new projected outcomes for 2019-2020 based on the new baseline data for ELA assessments.

Metric Pupil Achievement (4): ELA: Math outcomes will be adjusted to create a new projected outcomes for 2019-2020 based on the new baseline data for Math assessments.

Metric Course Access (7): We will be including additional indicators in metric (7) for art, music, health, and P.E. courses to further evaluate that students have access to a broad course of study beyond our regular courses of ELA, math, social studies, and science.

Metric Course Access (7): The metric indicator for teacher-tutoring is not obtainable without compromising effective tutoring. The metric will be adjusted to reach and maintain 25% of unduplicated after-school teacher-tutoring. This is a realistic goal that takes into account unduplicated students who are available to be tutored after-school as well as providing effective tutoring of no more than a 1:3 teacher-student ratio.

Metric Course Access (7): The outcomes will be adjusted to create new projected outcomes for 2019-2020 based on the new baseline data. Each District indicator (ELA and Math) will have independent percentages. ELA met its indicator of 90% and will be adjusted to have 91% next year. Math did meet the indicator at 89% and will be adjusted to 90% for next year.

Goal 2 Action 3: We will continue to have a .40 FTE Music teacher in the core day. We will be adding language to the action to include the after school (ASES) music program which is held two days a week for one and half hours each day.

Goal 2 Action 5: We will continue to order summer books for students to have access to summer reading. When school begins, teachers of the new grade will lead off with the summer reading book so that students can engage with one another over summer reading. We will also be including in the action for students to have field trips to the local and county library to obtain library cards.

Goal 2 Action 7: We will include the purchase of science curriculum for the 19-20 year that will be implemented in the Fall of 2020

Goal 2 Action 8: The goal's language will be modified to include all students.

Goal 2 Action 10: We will reach out to HCOE to do continued training on CAASPP Interim Assessments and assist us on effectively gathering the results of such testing.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Students and staff will be in a safe and healthy learning environment where they feel connected to a supportive school culture and a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic (1) School Facilities/FIT **18-19** 97% Good Repair **Baseline** 94% Good Repair	**MET:** On the FIT by HCOE, we received 98.61% = Good Repair

	Expected	Actual

Expected	Actual
Metric/Indicator Parent Involvement (3) Parent Decision Making **18-19** 77% Adequate Time for Lunch _____ 90% Adequate Time to Play **Baseline** 71% Adequate Time for Lunch _____ 83% Adequate Time to Play	**NOT MET:** This question was inadvertently left off the school survey. However, the parents and stakeholders did not list in the comment section of the surveys any concerns about adequate lunch or time to play. We have not had verbal or written concerns as in years past.
Metric/Indicator Pupil Engagement (5) Attendance Rate **18-19** 96% Based on SIS/Edupoint **Baseline** 92% Based on SIS/Schoolmaster	**MET:** SIS/Edupoint = 96.54% as of April 2019 (P-2)
Metric/Indicator Pupil Engagement (5) Chronic Absenteeism	**MET:** * SIS/Edupoint =7.5% as of April 2019 (P-2) * California Dashboard 10.3% as of Fall 2018 Dashboard

Expected	Actual
18-19 SIS/Edupoint: 8% California Dashboard: 14% **Baseline** **2015-2016:** 20% **2016-2017:** 8% SIS/Schoolmaster	
Metric/Indicator School Climate (6) Suspension Rate **18-19** **California Dashboard** * All students: < 2% * White students: 1% or lower * Low Income: < 3% **Baseline** California Dashboard **Red** 9.7% All Students **Red** > .8% White **Red**>6.6% Low Income _____ SIS System Schoolmaster 1% All Students	**MET:** All Students 1.5% ~**Green** **NOT MET:** White Students 2.1% ~ **Orange** **MET:** Socioeconomically Disadvantaged 2.3% ~**Green**
Metric/Indicator School Climate (6) Pupil Expulsion **18-19** 0% Maintain **Baseline** 0%	**MET:** 0% Expelled

Expected	Actual

Maintain

Metric/Indicator
School Climate (6)
School Connectedness

Student's belief that teachers care about their learning

18-19
* CHKS Grade 5: 95%

* CHKS Grade 7: 50%

* School Survey (Parents): 83%

* CHKS Staff: 94%

* CHKS Staff ~ Supportive Environment: 88%

Baseline
CHKS Grade 5
62%
_____
CHKS Grade 7
36%

NOT MET:

* CHKS Grade 5: = 57% Felt teachers cared about them all or most of the time. 43% Felt teachers cared about them some of the time.

MET:

* CHKS Grade 7 = 91% Feel adults at the school really care about students

 * CHKS Parent = 96% Feel adults at the school really care about students

* School Survey (Parents) = 100 % Feel adults at the school really care about students

 * School Survey (Parents) = 92.8% Feel their child feels safe and connected to school.

 * CHKS Staff = 95% Feel adults at the school really care about students

 * CHKS Staff ~ Supportive Environment = 95%

Metric/Indicator
Other Pupil Outcomes (8)
Onsite Meal Production & Consumption

18-19
* Increase overall meals served by 100

Baseline

MET:

 * 63% Lunches Served

	Expected	Actual
	62% Lunches Served	

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 PBIS ongoing training Provide Restorative Justice training Create Expectation Station Posters Use the SWIS behavior tracking to better support social, emotional, and behavioral needs.	* We had Dr. Dale Myer for PBIS * No additional Restorative Justice Training occurred this year. * We did finalize our Expectation Posters * We utilized SWIS for all behavior tracking	(a)salaries $14,757 (b)benefits $6,228 (c)supplies $200 (d)contracted services$2,500 LCFF S/C (0001/1500): (a)$14,757 (b)$6,228 LCFF Base (0000) (d)$2,500 Lottery(1100):(c)$200 Object Codes: (a)1000/2000 (b)3000 (c)4000 (d)5000 $23,685	(a) salaries $16,279 LCFF Base RS0000 GL-FN-OBJ 1110-2700-1303 (a) salaries $4,375 LCFF Base RS0000 GL-FN-OBJ 1110-2700-2403 (b) benefits $3,440 LCFF Base RS0000 GL-FN-OBJ 1110-2700-3XXX's (d) contracted services $2,007 LCFF Base RS0000 GL-FN-OBJ 1110-1000-5800 LCFF Base $26,101

Action 2

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

* Maintain a Student Council with monthly meetings to create activities that promote connectedness with teachers and students.
 	
* Provide California Healthy Kid Survey to Students
 	
* Provide California School Staff Survey
 	
* Provide California Parent Survey
 	
* Provide a school generated survey
	* Student council met ten times throughout the year.
	
	* California Healthy Surveys were given to students, parents, and staff.
	
	* The school generated a school survey as well.
		(a)salaries $2,975 (b)benefits $588
		
		LCFF Base(0000): School Administration-Principal Object Code: (a)1000 (b)3000
		
		  Base $3,563
			(a) salaries $2,615 LCFF Base RS0000
			
			OBJ 1000's; $321 OBJ 2000's
			
			(b) benefits $606 LCFF Base RS0000
			
			OBJ 3000's
			
			  LCFF Base $3,542

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Prepare healthy breakfasts and lunches onsite using local produce and meat when possible to increase meal production and consumption. Prepare ASES supper and snack onsite with menus that coordinating with breakfasts and lunches. Create a gardening club in ASES	* We have continued to prepare meals onsite for breakfast, lunch, ASES Supper, and ASES snack. * The gardening club in ASES was not created.	Expense in Cafeteria Fund 13	Expense in Cafeteria Fund 13

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Continue waste-reduction program	* We separated our recycling out in glass, cans, plastic, cardboard, and paper.	(d)waste disposal $300 LCFF Base: (Maintenance)	(d) waste disposal $298 LCFF Base RS0000

		Object Code: (d) 5000 Base $300	GL-FN-OBJ 1193-8100-5560 LCFF Base $298
* 8th grade students will collectively serve 45 hours of community service assisting with food waste and composting.	* 8th graders did not collectively serve 45 hours of community service for assisting with food waste and composting.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Project was completed in 4/2018	* The Prop 39 Projects were thought to be complete. However, after further review there were additional funds for lighting. * We are finishing up additional lighting in June 2019 with an estimation of $23,000.	N/A 0	N/A 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To maintain a rating of "good repair" or "exemplary" on the Facilities Inspection Tool (FIT) the district will provide equipment, supplies, and a qualified Facility's Coordinator to create a safe and healthy learning environment free from any structural or mechanical deficiencies impacting the school's daily operation.	* We maintained our :Good Repair" status on the Facilities Inspection Tool. The schools FIT outcome differed from the William's Team FIT outcomes. * The state has exhausted all available funds for current projects. No new modernization projects are being funded.	(a)salaries $60,125 (b)benefits $15,631 (c)supplies $30,252 (d)contracted services $73,000 LCFF Base: (0000) Plant Maintenance & Operations (a)$60,125 (b)$15,631 (c)$20,252 (d)$10,000 LCFF Base: (0230) Deferred Maintenance (c) $10,000 (d)$63,000	(a) salaries $59,187 LCFF Base RS0000 GL-FN-OBJ 1193-8100-22XX's (b) benefits $15,770 LCFF Base RS0000 GL-FN-OBJ 1193-8100-3XXX's

The Facility's Coordinator will assist administration in all necessary components for preparing the school and school grounds for modernization state aide funding. School Site Council, teachers, and parents will create a campaign to raise funds to replace the west play structure	* We have $40,000 from the Blue Lake Rancheria for the west play structure.	Object Codes: (a)salaries (b)benefits (c)supplies (d)contracted services Base $179,008	(c) supplies $23,580 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5XXX's (d) contracted services $5,112 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5800 LCFF Base $103,649

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will continue monthly Lunch on the Lawn to foster connectedness and a positive school climate.	* We held monthly Lunch-on-the-Lawn events.	(a) salaries $1,326 (b) benefits $605 LCFF Base (0000) Principal (a)$988 (b)$340 LCFF Base (0000) Secretary (a)$338 (b) $265 Object Codes: (a)1000/2000 (b)3000 Base $1,931	(a) salaries $967 LCFF Base RS0000 GL-FN-OBJ 1110-2700-1303 (a) salaries $620 LCFF Base RS0000 GL-FN-OBJ 1110-2700-2403 (b) benefits $363 LCFF Base RS0000 GL-FN-OBJ 1110-2700-3XXX's LCFF Base $1,950

Action 8

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures

Maintain SEPAC to continue conversations related to students in speech, resource, and SDC. The SEPAC will meet each trimester to discuss considerations and recommendations for meeting students with disabilities.
 	
Maintain SEAT to discuss SEPAC considerations and recommendations. SEAT will meet monthly to plan for student support systems and outreach, support implementation as well as monitoring and responding to data
	* We did not have parents or stakeholders who were to participate in committees for special education.
	
	* We held monthly special education meetings with special education providers to discuss the system of supports we have or need to improve upon for students in special education.
		(a)salaries $2,975
		(b) benefits $ 1,026
		
		LCFF Base (0000) Principal Object Codes: (a)1000 (b)3000
		
		  Base $4,001
			(a) salaries $3365 LCFF Base RS0000
			
			GL-FN-OBJ 1110-2700-1303
			
			(b) benefits $665 LCFF Base RS0000
			
			GL-FN-OBJ 1110-2700-3XXX's
			  LCFF Base $4,030

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.

1. Action 1 was almost completely implemented. Ongoing training continued with onsite PBIS meetings, county PLCs, and three staff members went to the Sacramento area to observe a PBIS Platinum school. All teachers were trained for 2 full days in PBIS through Dr. Dale Meyers. We did not do a fresher course in Restorative Practices. SWIS was used for the entire year. We will be improving the forms. Expectation posters were finalized, but they have not been printed.
2. Action 2 was fully implemented. Student Council met monthly. School and CHKS surveys were administered.
3. Action 3 was partially implemented. We have continued to prepare meals onsite for breakfast, lunch, supper, and snack. The gardening club for ASES was not created.
4. Action 4 was partially implemented. We separated our recycling out in glass, cans, plastic, and paper. We will be adding food waste reduction next year.
5. Action 5
was fully implemented. However, we discovered additional funds for the Prop 39 Lighting Project and are proceeding to utilize the funds this summer to increase our energy and lighting
efficiency.

6. Action 6 was partially implemented. We maintained "Good Repair" Status on the Facilities Inspection Tool Modernization funding is not available by the state at this time. We have $40,000 from the Rancheria for our west playground.
7. Action 7 was fully implemented. Monthly lunch-on-the-lawn events continued this year.
8. Action 8
was not implemented. The SEPAC and SEAT advisory committees were not implemented this year due to the lack of available parents and stakeholders.

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

1. Action 1: PBIS is an effective program. Teachers/staff are utilizing the essential practices when working with students. However, it would have been more effective with displayed expectations and distributing tickets for experiences and tangible items for student exhibiting the expected behaviors.
2. Action 2: The Student Council has given our student body a voice about activities and programs on campus. This has led to students feeling better connected with teachers, students, and the school. There is a better sense of ownership of the campus and outcomes with student input.
3. Action 3: We have continued to prepare meals onsite. We increased lunches served by 1%
4. Action 4: Reducing waste using recycling has been an effective way to create a climate of safety, health, and responsibility for our environment and school community.
5. Action 5: LED lighting has created a more cost efficient facility which aids in creating a safe and healthy environment. We will increase this efficiency with additional lighting changes this year. 2
6. Action 6: The Facilities Inspection Tool is a great instrument to help us evaluate and organize needed repairs to keep the campus in good working order.
7. Action 7: This year we alternated which day Lunch-on-the-Lawn was held to accommodate families who may be unable to make it the same day each month. This allowed more families to participate increasing parent involvement.
8. Action 8 : This has not be effective committee because we have been unable to establish it. It has been more effective to have special education staffing meetings to discuss ways to improve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. Action 5: There is a material difference. There were additional funds for Prop 39 Lighting. We will be using the funds to increase our energy efficiency.
2. Action 6: There is a material difference. Projects that were planned for repairs came in under cost. We also did not replace the west playground.

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.

After analysis, the following changes will occur:
Metric Parental Involvement (3): We will add the data for the number of families attending school events. (Back-to-School Night, Conference, Halloween Carnival, Family Feast, Spring Fling, etc...)

Metric Pupil Engagement (5): The District surpassedthe projected outcome for the 2018-2019 year and will adjust the Chronic Absenteeism anticipated outcomes for the 2019-2020 year from 7.5% to 7% for our SIS system and 13% to 8% for the California Dashboard.

Metric School Climate (6): Outcomes will be adjusted to create new projected outcomes for 2019-2020 based on the new baseline data from 2018-2019 surveys.

Metric Other Pupil Outcomes (8): Onsite meal Production & Consumption will include the percentage of students served lunches. The actual number is not an effective way to gather growth data due to fluctuating enrollment.
Goal 3, Action 1 will now include restorative practice for new staff as well as purchasing and displaying PBIS expectation stations
Goal 3, Action 2 will now include a school-generated student survey to measure school climate.

Goal 3, Action 6 will delete pursuing modernization funds at this time. We will include applying for a USDA grant for replacing our playground structure.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Introduction: Blue Lake Union Elementary School District (BLUESD) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective plan. As such, BLUESD used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The district also provided surveys to parents and students. The district does not have a classified bargaining unit. However, starting 2016-2017 school year, a certificated bargaining unit –BLUEST-- participated in negotiations utilizing CTA.

Community Engagement: The following were involved in the LCAP development process described below:

BLUEST: New negotiations happened during the 2018-2019 school year.

STAFF: All staff --certificated and classified -- have opportunities to participate, attend, and offer suggestions and input during the following meetings: School Site Council/LCAP Advisory Committee, Staff Meetings, Parent and Student events, and Board Meetings

Student Council: The student council is made up of student representatives for grades 4th – 8th. They offered suggestion on how to improve the school from a student's perspective using guided questions. Students on 11/6/18, 11/18/18, 11/30/201/, 12/19/18, 1/25/19, 2/4/19, 3/15/19, 4/12/19, and 5/3/19

Parent and community LCAP Advisory Committee: BLUESD formed a Parent Community LCAP Advisory Committee comprised of parents, certificated staff, classified staff, community members, and the superintendent. The committee met on November 18, 2018; January 9, 2019. January 23, 2019, March 27, 2019, May 22, 2019; June 10, 2019 and a final review of the LCAP on June 25, 2019;.

Parent and Students: In September, October, December, March, and May – parents and students were invited to informally look at the LCAP and provided input and/or suggestions. The informal meetings occurred in conjunction with the following school activities: Back-to-School Night on 9/5/2018; Conference Week, during October 8-12, 2018; Community Dinner & Halloween Carnival on 10/26/2018; Holiday Literacy & Craft Night 12/12/2018; Conference Week during March 25-29, 2019 and Open House on 5/23/2019.

Community & Local Business Community: The community and local businesses were invited to participate in LCAP discussion during regular Board meetings where the LCAP was on the agenda for the following dates: November 8, 2018; March 14, 2019; April

11, 2019; May 9, 2019. On these dates, the public was able to give input.

Impact on LCAP and Annual Update

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

As a result of meetings with stakeholders, discussions and feedback centered on (1) what is already in place, but needs improvement, (2) what is already in place, but can be eliminated, and (3) ideas for supporting student learning using the eight state priorities that are not currently in the LCAP. Overall, the stakeholders felt that the district should highlight its efforts as follows:
 * Increase and improve student and parent engagement
 * Increase and improve academic achievement
 * Improve the school climate and culture

 These highlighted areas resulted in recommendations for modifications, additions and deletions to include in the LCAP as follows:

GOAL 1:
 * Stakeholders wanted to continue the goal as it is written with minor changes to the actions.
 * Discontinue the metric to translate daily/weekly emails or phone calls. Keep translating the BLS Handbook and Newsletters.
 * Re-Open the student store

GOAL 2:
 * Stakeholders wanted to continue the goal as it is written with an additional metric (7) and minor changes to the actions.
 * Include course access to weekly music, health, and P.E. classes.
 * Include field trips to the local and county library for all students and then for kindergarten and new students for subsequent years so they can obtain library cards for greater access to literature.
 * Continue to have HCOE train teachers how to implement and access data after students take CAASPP interim assessments

GOAL 3:
 * Stakeholders wanted to continue the goal as it is written with changes to a metric and actions.
 * Include number of families at school events to measure family involvement
 * Include a school-generated student survey to measure school climate
 * Delete pursuing modernization funding at this time

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

Goal 1

Parents and students will be engaged in the learning community at Blue Lake School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Data Sources: Surveys and Focus Groups
* 100% Highly Qualified Credentialed Teachers
* Translate home communications in Spanish as needed for Spanish speaking families
* Increase family event nights
* A school information system that encourages engagement in school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (1) Annual SARC	100% Credentialed Teachers	100% Credentialed Teachers	100% Credentialed Teachers	100% Credentialed Teachers
Parental Involvement (3) Parent Decision Making	87% Completed Surveys	63% Completed Surveys	65% Completed Surveys	67% Completed Surveys

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		(Representing 112 Students out of 178 Students)		
Pupil Engagement (5) Attendance Rate	92% SIS/Schoolmaster	95.4% Based on SIS/Schoolmaster	96% Based on SIS/Edupoint	96.5% Based on SIS/Schoolmaster
Pupil Engagement (5) Chronic Absenteeism	**2015-2016:** 20% **2016-2017:** 8% SIS/Schoolmaster	SIS/Schoolmaster: 8.4% California Dashboard: 15.1%	SIS/Edupoint: 8% California Dashboard: 14%	SIS/Edupoint: 7% California Dashboard: 8%
Pupil Engagement (5) Middle School Dropout Rate	0%	0%	0%	0%

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Translate all voicemails, emails, and school notifications in the student's home language 100% of the time. * Post the Handbook and Monthly Newsletters in Spanish 100% of the time.	* Translate all voicemails, emails, and school notifications in Spanish for Spanish speaking families as needed. * Post the Handbook in Spanish 100% of the time. * Post the Newsletters on our website in Spanish 8 out of 11 months between August and June * Utilize Blackboard Connect to keep parents informed for upcoming events * Purchase and use a new SIS system to increase student and parent engagement through the student and parent online portal.	* Translate and post the BLS Handbook in Spanish 100% of the time. * Post the Newsletters on our website in Spanish 100% of the time * Utilize Blackboard Connect to keep parents informed for upcoming events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,230	$17,066	$14,480
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries (a) salaries:$3,378 (b) benefits:$852	(a) salaries:$3,378 (b) benefits:$938 (c) services $12,750	(a) salaries: $338 LCFF RS0000 GL-FN-OBJ 1110-2700-2403; $509 GL-FN-OBJ 1110-2700-1303 (b) benefits: $94 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX2's; $101 GL-FN-OBJ 1110-2700-3XX1's (c) services $13438 LCFF RS0000 GL-FN-OBJ 0000-7200-5800

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

* Maintain a student store with donated items from local stores and business to encourage engagement and attendance. * Give daily tickets for attendance and positive engagement in school. * Monthly raffles for students with 90%, 95%, and 100% attendance.	* Maintain a student store with donated items from local stores and business to encourage engagement and attendance. * Give daily tickets for attendance and positive engagement in school. * Monthly raffles for students with 90% and 95%. * Trimester raffle for 100% attendance.	* Maintain a student store with donated items from local stores and business to encourage engagement and attendance. * Give daily tickets for attendance and positive behavior * Monthly raffle for two students with 95% attendance * Trimester raffle for 100% attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,892	$2,026	$3776
Source	Base	Base	LCFF Base
Budget Reference	0000: Unrestricted (a) salaries: $1,351 (b) benefits:$341 (c)supplies $200	0000: Unrestricted (a) salaries:$1,351 (b) benefits:$375 (c)supplies $300	0000: Unrestricted (a) salaries: $2702 LCFF RS0000 GL-FN-OBJ 1110-2700-2403 (b) benefits: $824 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX2's (c) supplies: $250 LCFF RS0000 GL-FN-OBJ 1110-1000-4310

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase family involvement with three additional events. Literacy Night, Math Night, and Dinner & Game Night. Kindergarten parent activities focusing on the relationship between regular school attendance and academic success. Create postcards, flyers, and banners to bring an awareness of attendance using the slogan "Attendance Adds Up: 7 or less is best!"	* Increase family involvement by adding a a Math Night and Dinner & Game Night * The Superintendent-Principal will make contact with student families with more than three unexcused consecutive absences on a monthly basis to increase engagement and attendance for all students. * Purchase postcards, flyers and banners to bring an awareness of attendance using the slogan,	* Increase family involvement with additional school events. * Use phone calls from the superintendent-principal, SART and SARB process to increase engagement and attendance for all students. * Purchase postcards, flyers and banners to bring an awareness of attendance using the slogan, "Attendance Adds Up: 7 or less is best!"

	"Attendance Adds Up: 7 or less is best!"	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,347	$6,640	$9,900
Source			LCFF Base
Budget Reference	(a)salaries :$4,767(b) benefits:$2,080 (c) supplies:$500 LCFF S/C (0001) (a)$4,767 (b)$2,080 LCFF Base: Instruction (0000) (c)$500 Object Codes: (a) 1000 (b) 2000 (c) 4000	(a)salaries :$5,022 (b) benefits:$1,118 (c) supplies: $500 LCFF S/C (0001) (a) $2,047, (b) $530 Base (0000) (a)$2,975, (b)$588, (c)$500 Object Codes: (a) 1000 (b) 2000 (c) 4000	1000-1999: Certificated Personnel Salaries (a) salaries: $8140 LCFF RS0000 GL-FN-OBJ 1110-2700-1303 (b) benefits: $1760 LCFF RS0000 GL-FN-OBJ 1110-2700-3XX1's
Amount			$500
Source			Lottery
Budget Reference			4000-4999: Books And Supplies (c) supplies: $500 Lottery RS1100 GL-FN-OBJ 1110-1000-4310

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To assist attendance, district bus transportation will be maintained to and from school.	To assist attendance, district bus transportation will be maintained to and from school.	To assist attendance, district bus transportation will be maintained to and from school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,368	$37,368	$48,726
Source			Other
Budget Reference	(a)salaries: $14,648 (b)benefits: $3,713 (c) supplies/diesel:$3,600 (d) training, maintenance, insurance, testing, cash-in-lieu payment: $15,407 LCFF Base: Transportation (0212) (a)$14,648 (b)$3,713 (c)$3,600 (d)$12,407 LCFF Base: Cash in Lieu Payment (0000) (d)$3,000 Object Codes: (a) 2000 (b) 3000(c) 4000 (d) 5000	(a)salaries: $7,170 (b)benefits: $2,000 (c) supplies/diesel:$2,894 (d) training, maintenance, insurance, testing, cash-in-lieu payment: $25,304 LCFF Base: Transportation (0212) (a)$7,170 (b)$2,000 (c)$2,894 (d)$22,304 LCFF Base: Cash in Lieu Payment (0000) (d)$3,000 Object Codes: (a) 2000 (b) 3000(c) 4000 (d) 5000	0000: Unrestricted (a) salaries: $19,488 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-2203 (b) benefits: $5933 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-3XX2's (c) supplies/diesel: $2548 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-4365 (d) services: $20,757 LCFF Transportation RS0210 GL-FN-OBJ 1194-3600-5207/5450/5624/5634/5800/5864/5866

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Specific Student Groups: Foster Youth/Low Income Families

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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 Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will provide gas cards and/or bus passes for homeless students.		The district will provide funds for transportation for families who are homeless.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits (d)services: bus tickets	5000-5999: Services And Other Operating Expenditures (d)services: bus tickets $100	5000-5999: Services And Other Operating Expenditures (c) supplies: bus tickets $100 Title I RS3010 GL-FN-OBJ 1110-1000-5261

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

The district will hire highly qualified teachers to offer a broad course of study and provide state standards aligned curriculum to all students.

2018-19 Actions/Services

The district will hire highly qualified teachers to offer a broad course of study and provide state standards aligned curriculum to all students.

2019-20 Actions/Services

The district will hire highly qualified teachers to offer a broad course of study and provide state standards aligned curriculum to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$636,567	$612,005	$429,662
Source			LCFF Base
Budget Reference	(a) salaries:$458,575 (b) benefits$177,992 LCFF Base(0000)(a)$331,539 (b)$122,874 EPA(1400)(a)$97,505(b)$42,495, TitleI(3010)(a)$13,688(b)$5,796, TitleII(4035)(a)$3,676(b)$1,551, REAP(5820)(a)$12,167(b)$5,276 Object Codes: (a) 1000 (b) 3000	(a) salaries:$406,300 (b) benefits: $205,705 LCFF Base(0000)(a)$202,235 (b)$166,371, EPA(1400) (a)$161,885 (b)$30,939, Title I(3010) (a)$21,412 (b)$4,261, Title II(4035) (a)$7,201 (b)$1,433, REAP(5820) (a)$13,567 (b)$2,701 Object Codes: (a) 1000 (b) 3000	1000-1999: Certificated Personnel Salaries (a) salaries: $290,401 LCFF RS0000 OBJ 1000's (b) benefits: $139,261 LCFF RS0000 OBJ 3000's

Amount		$20,095
Source		Lottery
Budget Reference		(a) salaries: $8,383 Lottery RS1100 OBJ 1000's (b) benefits: $1,174 Lottery RS1100 OBJ 3000's (d) supplies: $10,538 Lottery RS1100 OBJ 4000's

Amount			$76,620
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries (a) salaries: $55,517 EPA RS1400 OBJ 1000's (b) benefits: $21,103 EPA RS1400 OBJ 3000's

Amount		$33,743
Source		Title I
Budget Reference		1000-1999: Certificated Personnel Salaries (a) salaries: $17,294 Title I RS3010 OBJ 1000's (b) benefits: $6,882 Title I RS3010 OBJ 3000's (c) supplies: $3,377 Title I RS3010 OBJ 4000's (d) services: $5,000 Title I RS3010 OBJ 5000's (e) indirect costs: $1190 Title I RS3010 OBJ 7000's
Amount		$8,130
Source		Title II
Budget Reference		1000-1999: Certificated Personnel Salaries (a) salaries: $5,816 Title II RS4035 GL-FN-OBJ 1110-1000-1100 (b) benefits: $2,314 GL-FN-OBJ 5770-1120-3XX1's

Amount		$23,251
Source		Federal Funds
Budget Reference		1000-1999: Certificated Personnel Salaries (a) salaries: $10,958 REAP RS5820 OBJ 1000's (b) benefits: $4,361 REAP RS5820 OBJ 3000's (c) services: $7,932 REAP RS5820 OBJ 5000's

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Highly qualified teachers will offer a broad course of study and provide state standards aligned curriculum to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in general education.	Highly qualified teachers and aides will offer a broad course of study and provide state standards aligned curriculum to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in general education.	Highly qualified teachers and aides will offer a broad course of study and provide state standards aligned curriculum to EL, foster youth, and low income students and differentiate when needed so the students can access and progress in general education while maintaining small class sizes in grades K-8 in order to provide support for students as they focus on the reinforced skills that serve as the foundation for subsequent learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$47,045	$83,348	$212,590
Source			LCFF Supplemental and Concentration
Budget Reference	(a) salaries:$33,430 (b) benefits$13,615 LCFFS/G(0001/1501)(a)$33,430 (b)$13,615 Object Codes: (a) 1000 (b) 3000	(a) salaries:$66,200 (b) benefits$17,148 LCFF S/C(0001/1501)(a)$66,200 (b)$17,148 Object Codes: (a) 1000 (b) 3000	1000-1999: Certificated Personnel Salaries (a) salaries: $105,614 S/C RS0001 OBJ 1000's and $45,220 OBJ 2000's (b) benefits: $47,680 S/C RS0001 OBJ 3XX1's and $13,616 OBJ 3XX2's (c) supplies: $460 S/C RS0001 OBJ 4000's

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

Goal 2

Students will be offered a broad course of study to increase achievement levels in core academics that will improve the foundation for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Data Source: Dashboard and CAASPP

Our greatest areas of need are as listed by the California Dashboard are as follows:

2018-2019 English Language Arts Indicator

* All Students ~ **Yellow**: -33.5 Distance From Standard

 * Socioeconomically Disadvantaged ~ **Yellow**: -48.2 Distance From Standard

* Students with Disabilities ~ No Color -94.9 Distance From Standard

 * White Students ~ Yellow : -32.5 Distance From Standard

2018-2019 Mathematics Indicator

* All Students ~ **Yellow:** -59.8 Distance From Standard

* Socioeconomically Disadvantaged ~ Orange: -84 Distance From Standard

* White ~ **Yellow:** -52.6 Distance From Standard

* Students with Disabilities ~ No Color -162 points below level 3

It is also important to note that we have a high special education population (32%) which affects performance indicators.

2018-2019 CAASPP ~ Smarter Balanced Results for grades 3rd – 8th

* 35.09% have not met the English Language Arts Standards
* 26.32% have nearly met the English Language Arts Standards

* 40.35% have not met the Math Standards
* 33.50% have nearly met the Math Standards

_____

Data Source: Dashboard and CAASPP

2017-2018 English Language Arts Indicator

* All Students ~ **Orange** -43.4 Distance From Standard (Declined -6.8 points)

 * Socioeconomically Disadvantaged ~ **Orange** -63.4 Distance From Standard (Declined 5.5 points)

 * Students with Disabilities ~ **Orange** -92.4 Distance From Standard (Increased 8.5 points)

 * White Students ~ **Orange** -37.2 Distance From Standard (Declined 5.1)

2017-2018 Mathematics Indicator

* All Students ~ **Yellow:** -63.5 Distance From Standard (Increased 8.9 points from prior status)

* Socioeconomically Disadvantaged ~ **Yellow:** -81.8 Distance From Standard(Increased Significantly 15 points)

* Students with Disabilities ~ **Orange** -127.2 Distance From Standard (Increased 7.9 points)

2017-2018 CAASPP ~ Smarter Balanced Results for grades 3rd – 8th

* 37.74% have not met the English Language Arts Standards
* 30.19% have nearly met the English Language Arts Standards

* 44.44% have not met the Math Standards
* 34.26% have nearly met the Math Standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (1) Annual SARC	100% Credentialed Teachers	100% Credentialed Teachers	100% Credentialed Teachers	100% Credentialed Teachers
Basic (1) Sufficient State Aligned Curriculum	100% Sufficient Material	100% Sufficient Material	100% Sufficient Material	100% Sufficient Material
Implementation CCSS (2) Professional Development	92% CCSS PD Training	**CCSS Professional Development** * 72.7%: 8 out of 11 teachers **CCSS Implementation Survey** * ELA: 3 ~ Initial * ELD: 3 ~ Initial * Math: 5 ~ Full & Sustainability * NGSS: 2 ~Beginning	**CCSS Professional Development** * 75%: 9 out of 12 teachers **CCSS Implementation Survey** * ELA: 4 ~ Full * ELD: 4 ~ Full * Math: 5 ~ Full & Sustainability * NGSS: 2 ~Initial * History-Social Science: 5 ~Full & Sustainability	**CCSS Professional Development** * 100% of teachers **CCSS Implementation Survey** * ELA: 5 ~ Full & Sustainability * ELD: 5 ~ Full & Sustainability * Math: 5 ~ Full & Sustainability * NGSS: 1 ~ Exploration &

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		* History-Social Science: 5 ~Full & Sustainability		Research Phase * History-Social Science: 3 ~ Initial Implementation
Implementation CCSS (2) Access to State Standards & ELD Standards	100 % Have Access to Standards	100 % Have Access to Standards	100 % Have Access to Standards	100 % Have Access to Standards
Pupil Achievement (4) CAASPP ELA	41% Met and/or Exceeded	**CA DASHBOARD** * All Students: **-43.4 DFS** * Socioeconomically Dis advantaged: **-63.4 DFS** * Students with Disabilities: **-92.4 DFS** * White Students: - **37.2 DFS**	**CA DASHBOARD** * All Students: - **38.4 DFS** * Socioeconomically Dis advantaged: **-58.4 DFS** * Students with Disabilities: **-87.4 DFS** * White Students: - **32.2 DFS**	**CA DASHBOARD** * All Students: - **28.5 DFS** * Socioeconomically Dis advantaged: **-43.2 DFS** * Students with Disabilities: **-90.4 DFS** * White Students: - **27.5 DFS**
Pupil Achievement (4) English Proficiency	CELDT: 0% Increased One Overall Performance Level	**ELPAC: Students Overall Performance** * 20% of Students at Level 2 * 20% of Students at Level 3 * 60% of Students at Level 4	**ELPAC** Increase the Average Overall Performance by 20 points: 1544.1	**ELPAC** Increase the Average Overall Performance by 30 points: 1574.1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Average Overall Performance Points * 1524.1		
Pupil Achievement (4) EL Reclassification	CELDT * 0% Reclassification	**ELPAC** * 0% Reclassification 10 ELL Students Overall Performance * 2 Students at Level 2 * 2 Students at Level 3 * 6 Students at Level 4	**ELPAC** * 1% Reclassification * Reclassification of one ELL student	**ELPAC** * 1% Reclassification * Reclassification of one ELL Student
Pupil Achievement (4) CAASPP Math	25% Met and/or Exceeded	21% Met and/or Exceeded **CA DASHBOARD** * All Students -**63.5 DFS** * Socioeconomically Disadvantaged -**81.8 DFS** * Students with Disabilities -**127.2 DFS**	**CA DASHBOARD** * All Students -**58.5 DFS** * Socioeconomically Disadvantaged -**76.8 DFS** * Students with Disabilities -**122.2 DFS**	**CA DASHBOARD** * All Students -**54.3 DFS** * Socioeconomically Disadvantaged -**80.0 DFS** * Students with Disabilities -**157 DFS**
Course Access (7) Increased ELA & Math Scores on District Assessments for unduplicated students to increase GE access to curriculum	* 23% of unduplicated students participate in After-School Teacher Tutoring. * 87% of the students increased ELA & Math scores on District Assessments.	*31.3% of unduplicated students participated in After-School Teacher Tutoring. * 70% of the students met their tutoring goal.	* 32% of unduplicated students will participate in After-School Teacher Tutoring. * 72% of the students will met their individual goals.	* 25% of unduplicated students will participate in After-School Teacher Tutoring. * 55% of the students will meet their individual goals.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		* 89% of unduplicated students who were tutored improved on ELA & Math scores on District Assessment even if they did not meet their individual goals.	* 90% will increase ELA & Math scores on District Assessments.	* 90% will increase Math scores on District Assessments (Curriculum Based Assessments.

* 91% will increase ELA scores on District Assessments (DIBELS assessments). |
| **Course Access (7)** Students will be offered routine art, music, health, and P.E. instruction to increase their access to a broad course of study. | * 100% of students were offered **Art** instruction

 * 100% of students were offered **Music** instruction

* 100% of students were offered **Health** instruction

* 100% of students were offered **P.E.** instruction | Not measured in this year -- added in 2019 | Not measured in this year -- added in 2019 | * 100% of students were offered **Art** instruction

* 100% of students were offered **Music** instruction

 * 100% of students were offered **Health** instruction

 * 100% of students were offered **P.E.** instruction |

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

* A credentialed teacher will provide RTI services and EL services.

* Provide EL Professional Development

2018-19 Actions/Services

* A credentialed teacher will provide RTI services and EL services.

* Provide EL Professional Development

2019-20 Actions/Services

* A credentialed teacher will provide RTI services and EL services.

* Provide EL Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,684	$79,121	
Source			LCFF Supplemental and Concentration
Budget Reference	(a)salaries $17,752 (b)benefits $7,932 LCFF S/G: (0001/1501)(a)$8,876(b)$3,966 LCFF S/G: (0001/1502) (a)8,876(b)$3,966 Object Codes: (a) 1000 (b) 3000	(a)salaries $62,730 (b)benefits $16,391 LCFF S/C: (0001/1501/1502)(a)$62,730 (b)$16,391 Object Codes: (a) 1000 (b) 3000	1000-1999: Certificated Personnel Salaries "Expenditures reflected in Goal 1 Action 7"

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Provide Counseling Services	* Provide Counseling Services	* Provide Counseling Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,495	$38,103	$60,178
Source			LCFF Supplemental and Concentration
Budget Reference	(a)salaries $31,718 (b)benefits $5,777 LCFF S/G(0001):Counseling Object Codes: (a) 1000 (b) 3000	(a)salaries $32,544 (b)benefits $5,559 LCFF S/C(0001) Object Codes: (a) 1000 (b) 3000	1000-1999: Certificated Personnel Salaries (a) salaries: $49,460 S/C RS0001 OBJ 1000's (b) benefits: $10,718 S/C RS0001 OBJ 3000's

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

* Maintain a minimum of .40 FTE (two days per week) of music instruction for students K-8.

2018-19 Actions/Services

* Maintain a minimum of .40 FTE (two days per week) of music instruction for students K-8.

2019-20 Actions/Services

* Maintain a minimum of .40 FTE (two days per week) of music instruction for students K-8.

 * Maintain a minimum of two days a week at one and half hours per day of after-school (ASES) music instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,750	$13,007	$13,266
Source			LCFF Base
Budget Reference	(a)salaries $10,171 (b)benefits $2,579 LCFF Base (0000):Music Object Codes: (a) 2000 (b) 3000	(a)salaries $10,171 (b)benefits $2,836 LCFF Base (0000):Music Object Codes: (a) 2000 (b) 3000	2000-2999: Classified Personnel Salaries (a) salaries $10,171 LCFF RS0000 OBJ 2105 (b) benefits $3,095 LCFF RS0000 GL-FN-OBJ 1228-1000-3XX2's
Budget Reference			

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Teachers will provide after-school tutoring to students working below grade level and create measurable goals for student improvement. * The District will contract with CALSOAP to offer tutoring.	* Teachers will provided a minimum of 14 hours of after-school tutoring to students working below grade level and create measurable goals for student improvement. * The District will contract with CALSOAP to offer tutoring.	* Teachers will provided a minimum of 14 hours of after-school tutoring to students working below grade level and create measurable goals for student improvement. * The District will contract with CALSOAP to offer tutoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,847	$22,268	$25,636
Source			LCFF Supplemental and Concentration
Budget Reference	a)salaries :$4,767(b) benefits:$2,080 LCFF S/C (0001/1500) Instruction Object Codes: (a) 1000 (b) 3000	(a)salaries :$14,757 (b) benefits:$6,228 (c) CALSOAP $1,283 LCFF S/C (0001/1500) Instruction (a) $14,757 (b) $6,228 LCFF Base (0000) (c) $1,283 Object Codes: (a) 1000 (b) 3000 (c) 5000	1000-1999: Certificated Personnel Salaries (a) salaries: $17,882 S/C RS0001 GL-FN-OBJ 1500-1000-1100 (b) benefits: $7,754 S/C RS0001 GL-FN-OBJ 1500-1000-3XX1's
Amount			$1,283
Source			LCFF Base
Budget Reference			(c) CALSOAP $1,283 LCFF RS0000 GL-FN-OBJ 1500-1000-5819

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide 1 book per student for summer reading	* Provide 1 book per student for summer reading.	* Provide 1 book per student for summer reading. * Provide a field trip to the local and county library to obtain library cards for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,020	$2,000	$2,628
Source			LCFF Base
Budget Reference	(d)supplies $2,020 LCFF S/G (0001/1500) : Instruction Object Codes: (d) 4000	(a) supplies $2,000 LCFF S/C (0001/1500) : Instruction Object Codes: (a) 4000	4000-4999: Books And Supplies (a) salaries: $147 RS0000 OBJ 2000 (b) benefits: $45 RS0000 OBJ 3000 (c) supplies: $2,000 RS0000 OBJ 4000 (d) services: $436 RS0000 OBJ 5000

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

* Provide backboard materials for Science Fair and History Day

* Provide materials for Rube Goldberg Projects to low income families

2018-19 Actions/Services

* Provide backboard materials for Science Fair and History Day

2019-20 Actions/Services

* Provide backboard materials for Science Fair and History Day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$517
Source	Lottery	Lottery	Lottery
Budget Reference	d)supplies $500 Lottery (1100) Object Code: (d) 4000	d)supplies $500 Lottery (1100) Object Code: (d) 4000	4000-4999: Books And Supplies (d) supplies: $517 Lottery RS1100 GL-FN-OBJ 1110-1000-4310

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Purchase new TK/K-8 ELA materials with supplemental materials for students with disabilities.	* Purchase new 6-8 ELA and social studies curriculum * Purchase Accelerated Reading	* Maintain subscriptions for Accelerated Reader

* Purchase Accelerated Reading * Purchase Accelerated Math	* Purchase Accelerated Math * Purchase STAR 360 Assessment tool	* Purchase the subscription for Accelerated Math * Maintain subscription for STAR 360 * Purchase NGSS adopted Science Curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$56,247	$84,637
Source			Other
Budget Reference	(c) textbooks/instructional materials $70,000 Local Donations (0015): Instruction Object Code: (c) 4000	(c) textbooks/instructional materials $56,247 Instructional Materials(0212): Instruction Object Code: (c) 4000	4000-4999: Books And Supplies (c) textbooks/instructional materials $84,637 LCFF Instructional Materials RS0212 GL-FN-OBJ 1110-1000-4110

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Provide ELA Curriculum Specific PD * Provide NGSS Professional Development * Provide 2 days of CCSS Professional Development	*Teachers will be provided a minimum of two days of professional development with a focus on differentiated instruction to serve unduplicated students in the one or more of the following areas: ELA, Math, Social Studies, NGSS/Science, Art, Music, ELL services, and/or PD for improving core subject instruction.	*Teachers will be provided a minimum of two days of professional development with a focus on differentiated instruction to serve all students in the one or more of the following areas: ELA, Math, Social Studies, NGSS/Science, Art, Music, ELL services, and/or PD for improving core subject instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,693	$20,986	
Source			LCFF Base
Budget Reference	(a)salaries $9,533 (b)benefits $4,160 Object Code: (a) 1000 (b)3000	(a)salaries $14,757 (b)benefits $6,229 LCFF S/C (0001) (a)$14,757 (b)$6,229 Object Code: (a) 1000 (b)3000	1000-1999: Certificated Personnel Salaries "Salary and Benefit Expenditures Reflected in Goal 1 Action 6"

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Hire or contract qualified special education personnel – certificated and classified -- to support students in accessing and progressing in the general education curriculum and to make academic progress within special education programs. Personnel include: Occupational Therapist Speech Therapist Behavioral Specialist Resource Specialist Special Day Class Teacher RSP and SDC aides SDC SCIAs	* Hire or contract qualified special education personnel – certificated and classified -- to support students in accessing and progressing in the general education curriculum and to make academic progress within special education programs. Personnel include: Occupational Therapist Speech Therapist Behavioral Specialist Resource Specialist Special Day Class Teacher RSP and SDC aides SDC SCIAs	* Hire or contract qualified special education personnel – certificated and classified -- to support students in accessing and progressing in the general education curriculum and to make academic progress within special education programs. Personnel include: Occupational Therapist Speech Therapist Behavioral Specialist Resource Specialist Special Day Class Teacher RSP and SDC aides SDC SCIAs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$349,198	$381,380	$331,904
Source			Special Education
Budget Reference	(a) salaries: $215,109 (b) benefits: $79,716 (c): contracted services: $5645 (d) other tuition and indirect costs: $48,728 Special Education(3310) (a):40,934 (b) $16,676 (d) $1,450 Special Education (6500) (a)$174,715 (b) $63,040 (c) $5,645 (d) $47,278 Object Code: (a)1000/2000 (b)3000 (c) 5000 (d) 7000	(a) salaries: $148,217 (b) benefits: $38,037 (c): contracted services: $73,700 (d) other tuition and indirect costs: $121,426 Special Education(3310) (a):53,174 (b) $10,582 Special Education (6500) (a)$95,043 (b) $27,455 (c) $73,700 (d) $121,426 Object Code: (a)1000/2000 (b)3000 (c) 5000 (d) 7000	(a) salaries: $54,373 Sp.Ed. RS3310 OBJ 1000's and $82,657 Sp.Ed. RS6500 OBJ 1000's (a) salaries: $47,965 Sp.Ed. RS6500 OBJ 2000's (b) benefits: $25,847 Sp.Ed. RS3310 OBJ 3000's and $36,634 Sp.Ed. RS6500 OBJ 3000's (c) contracted services: $22,184 Sp.Ed. RS6500 OBJ 5000's (d) other tuition and indirect costs: $3,466 Sp.Ed. RS3310 OBJ 7000's and $58,778 Sp.Ed. RS6500 OBJ 7000's

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	* We will contract with HCOE for teacher training on administering CAASPP Interim Assessments * Teachers will administering monthly CAASPP Interim Assessments and used the data to inform their instruction.	* We will contract with HCOE for teacher training on accessing the data for CAASPP Interim Assessments. * Teachers will administering routine CAASPP Interim Assessments and used the data to inform their instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0

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

Goal 3

Students and staff will be in a safe and healthy learning environment where they feel connected to a supportive school culture and a positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

2018-2019: Data Source: Parent Survey and Focus Groups
 * Replace East and West Playgrounds
 * Increase Parent Participation
 * Increase student and parent connectedness
 * School Wide Positive Behavior System with a student store

2018-2019: Data Source: SIS/Schoolmaster
 * Chronic Absenteeism: 7.5%

2018-2019: Data Source: California Dashboard
* Suspension Rate -- All Students = **Orange** = 2.1%
* Suspension Rate -- Hispanic Students = 2.9%
 * Chronic Absenteeism: 10.3%

_____

2017-2018: Data Source: Parent Survey and Focus Groups
* Replace East and West Playgrounds
* Increase Parent Participation
* Increase student and parent connectedness
* School Wide Positive Behavior Plan and Discipline Matrix

2017-201: Data Source: SIS/Schoolmaster
* Attendance Rate: 92%
* Chronic Absenteeism: 8%

2016-2017: Data Source: California Dashboard
* Suspension Rate: Socioeconomically Disadvantaged is 3.7% ~ <mark>Yellow</mark>

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (1) School Facilities/FIT	94% Good Repair	95.5% Good Repair	97% Good Repair	98.5% Good Repair
Parent Involvement (3) Parent Decision Making	71% Adequate Time for Lunch _____ 83% Adequate Time to Play	74.8% Adequate Time for Lunch _____ 88% Adequate Time to Play	77% Adequate Time for Lunch _____ 90% Adequate Time to Play	79% Adequate Time for Lunch _____ 92% Adequate Time to Play
Pupil Engagement (5) Attendance Rate	92% Based on SIS/Schoolmaster	95.4% Based on SIS/Schoolmaster	96% Based on SIS/Edupoint	96.5% Based on SIS/Edupoint

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Engagement (5) Chronic Absenteeism	**2015-2016:** 20% **2016-2017:** 8% SIS/Schoolmaster	SIS/Schoolmaster: 8.4% California Dashboard: 15.1%	SIS/Edupoint: 8% California Dashboard: 14%	SIS/Edupoint: 7.5% California Dashboard: 9%
School Climate (6) Suspension Rate	California Dashboard **Red** 9.7% All Students **Red** >.8% White **Red** >6.6% Low Income _____ SIS System Schoolmaster 1% All Students	**California Dashboard** * All students is 2.2% ~ **Green** * White students is 1% ~ **Blue** * Low Income is 3.7% ~ **Yellow**	**California Dashboard** * All students: < 2% * White students: 1% or lower * Low Income: < 3%	**California Dashboard** * All students: 1% or lower * White students: 1% or lower * Low Income: < 3%
School Climate (6) Pupil Expulsion	0% Maintain	0% Maintain	0% Maintain	0% Maintain
School Climate (6) School Connectedness Student's belief that teachers care about their learning	CHKS Grade 5 62% _____ CHKS Grade 7 36%	*CHKS Grade 5: 94% * CHKS Grade 7: Could not be determined due to lack of participation * CHKS Parents: Only 8 parents responded. Survey is not a valid measure. * School Survey (Parents) : 81% felt connected to the school * CHKS Staff: 93% felt staff cared about	* CHKS Grade 5: 95% * CHKS Grade 7: 50% * School Survey (Parents): 83% * CHKS Staff: 94% * CHKS Staff ~ Supportive Environment: 88%	**CHKS = California Healthy Kid Survey** *** CHKS: Adults care about student learning:** * Grade 5 = 75% * Grade 7 = 93% *** CHKS Staff ~ Supportive Environment:** = 90% *** School Survey: Adults care about student learning** * Parents = 85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		student learning * CHKS Staff ~ Supportive Environment: 86%		* Staff = 95% *** School Survey:** *** Parent feels child feels safe/connected = 95%**
Other Pupil Outcomes (8) Onsite Meal Production & Consumption	62% Lunches Served	* We served 56% of lunches. * We served 42% of meals overall *** 2017-2018:** Breakfast: 9210; Lunch 17,975 *** 2017-2018:** Increase of 391 meals served	* Increase overall meals served by 100	* Increased overall meals served by 1%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide PBIS ongoing training Provide Restorative Justice training Create Expectation Station Posters Use the SWIS behavior tracking to better support social, emotional, and behavioral needs.	Provide PBIS ongoing training Provide Restorative Justice training Create Expectation Station Posters Use the SWIS behavior tracking to better support social, emotional, and behavioral needs.	Provide PBIS ongoing training Provide Restorative Justice training Create Expectation Station Posters Use the SWIS behavior tracking to better support social, emotional, and behavioral needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,897	$23,685	$24,364
Source			LCFF Base
Budget Reference	(a)salaries $6,340 (b)benefits$1,406 (c)supplies $200 (d)contracted services$2,951 LCFF S/G (0001/mg.0001): (a)$6,340 (b)$1,406(d)$2,951 Lottery(1100): (c)$200 Object Codes: (a)1000/2000(b)3000 (c)4000 (d)5000	(a)salaries $14,757 (b)benefits $6,228 (c)supplies $200 (d)contracted services$2,500 LCFF S/C (0001/1500): (a)$14,757 (b)$6,228 LCFF Base (0000) (d)$2,500 Lottery(1100):(c)$200 Object Codes: (a)1000/2000 (b)3000 (c)4000 (d)5000	0000: Unrestricted (a) salaries $14,753 LCFF Base RS0000 GL-FN-OBJ 1110-2700-1303 (a) salaries $4,054 LCFF Base RS0000 GL-FN-OBJ 1110-2700-2403 (b) benefits: $3,550 LCFF Base RS0000 GL-FN-OBJ 1110-2700 3XXX's (d) contracted services: $2,007 LCFF Base RS0000 GL-FN-OBJ 1110-1000-5800

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

* Maintain a Student Council with monthly meetings to create activities that promote connectedness with teachers and students.

* Provide California Healthy Kid Survey to Students

* Provide California School Staff Survey

* Provide California Parent Survey

2018-19 Actions/Services

* Maintain a Student Council with monthly meetings to create activities that promote connectedness with teachers and students.

* Provide California Healthy Kid Survey to Students

* Provide California School Staff Survey

* Provide California Parent Survey

 * Provide a school generated survey

2019-20 Actions/Services

* Maintain a Student Council with monthly meetings to create activities that promote connectedness with teachers and students.

* Provide California Healthy Kid Survey to Students

* Provide California School Staff Survey

* Provide California Parent Survey

 * Provide a school generated survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,508	$3,563	
Source	Base	Base	LCFF Base
Budget Reference	(a)salaries $2,975 (b)benefits $533 LCFF Base(0000): School Administration-Principal Object Code: (a)1000 (b)3000	(a)salaries $2,975 (b)benefits $588 LCFF Base(0000): School Administration-Principal Object Code: (a)1000 (b)3000	1000-1999: Certificated Personnel Salaries "Salary and Benefit Expenditures Reflected in Goal 1 Action 6"

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Prepare healthy breakfasts and lunches onsite using local produce and meat when possible to increase meal production and consumption. Prepare ASES supper and snack onsite with menus that coordinating with breakfasts and lunches. Create a gardening club in ASES	Prepare healthy breakfasts and lunches onsite using local produce and meat when possible to increase meal production and consumption. Prepare ASES supper and snack onsite with menus that coordinating with breakfasts and lunches. Create a gardening club in ASES	Prepare healthy breakfasts and lunches onsite using local produce and meat when possible to increase meal production and consumption. Prepare ASES supper and snack onsite with menus that coordinating with breakfasts and lunches. Create a gardening club in ASES

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Expense in Cafeteria Fund 13	Expense in Cafeteria Fund 13	Expense in Cafeteria Fund 13

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Reinstate waste-reduction program	* Continue waste-reduction program * 8th grade students will collectively serve 45 hours of community service assisting with food waste and composting.	* Continue waste-reduction program * 8th grade students will collectively serve 45 hours of community service assisting with food waste and composting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300	$300	$300
Source	Base	Base	LCFF Base
Budget Reference	(d)waste disposal $300 LCFF Base: (Maintenance) Object Code: (d) 5000	(d)waste disposal $300 LCFF Base: (Maintenance) Object Code: (d) 5000	5000-5999: Services And Other Operating Expenditures (d) waste disposal $300 LCFF Base: (Maintenance) Object Code: (d) 5000

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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 Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Completion of the Prop 39 Solar Project * Completion of the Prop 39 Lighting Project	Project was completed in 4/2018	Complete new lighting project with additional funds.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$51,141	$0	$0
Budget Reference	(d) Solar & Lighting Projects $51,141 Prop. 39 Clean Energy Jobs Funds (6230) Object Code: (d) contracted services	N/A	N/A

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To maintain a rating of "good repair" or "exemplary" on the Facilities Inspection Tool (FIT) the district will provide equipment, supplies, and a qualified Facility's Coordinator to create a safe and healthy learning environment free from any structural or mechanical deficiencies impacting the school's daily operation. The Facility's Coordinator will assist administration in all necessary components for preparing the school and school grounds for modernization state aide funding.	To maintain a rating of "good repair" or "exemplary" on the Facilities Inspection Tool (FIT) the district will provide equipment, supplies, and a qualified Facility's Coordinator to create a safe and healthy learning environment free from any structural or mechanical deficiencies impacting the school's daily operation. The Facility's Coordinator will assist administration in all necessary components for preparing the school and school grounds for modernization state aide funding.	To maintain a rating of "good repair" or "exemplary" on the Facilities Inspection Tool (FIT) the district will provide equipment, supplies, and a qualified Facility's Coordinator to create a safe and healthy learning environment free from any structural or mechanical deficiencies impacting the school's daily operation. The Facility's Coordinator will assist administration in all necessary components for preparing the school and school grounds for modernization state aide funding.

School Site Council, teachers, and parents will create a campaign to raise funds to replace the west play structure	School Site Council, teachers, and parents will create a campaign to raise funds to replace the west play structure	School Site Council, teachers, and parents will create a campaign to raise funds to replace the east play structure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,738	$179,008	$64,175
Source	Base	Base	LCFF Base
Budget Reference	a)salaries $45,285 (b) benefits$11,122 (c) supplies $15,550 (d) contracted services $8,781	(a)salaries $60,125 (b)benefits $15,631 (c)supplies $30,252 (d)contracted services $73,000	0000: Unrestricted (a) salaries $38,319 LCFF Base RS0000 GL-FN-OBJ 1193-8100-22XX's
	LCFF Base: (0000) Plant Maintenance & Operations (a)$45,285 (b)$11,122 (c)$15,550 (d)$3,500 LCFF Base: (0230) Deferred Maintenance (d) $5,281 Object Codes: (a)salaries (b)benefits (c)supplies (d)contracted services	LCFF Base: (0000) Plant Maintenance & Operations (a)$60,125 (b)$15,631 (c)$20,252 (d)$10,000 LCFF Base: (0230) Deferred Maintenance (c) $10,000 (d)$63,000 Object Codes: (a)salaries (b)benefits (c)supplies (d)contracted services	(b) benefits $10,744 LCFF Base RS0000 GL-FN-OBJ 1193-8100-3XXX's (c) supplies $10,000 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5XXX's (d) contracted services $5,112 LCFF Base RS0000 GL-FN-OBJ 1193-8100-5800

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

The school will reestablish monthly Lunch on the Lawn to foster connectedness and a positive school climate.

2018-19 Actions/Services

The school will continue monthly Lunch on the Lawn to foster connectedness and a positive school climate.

2019-20 Actions/Services

The school will continue monthly Lunch on the Lawn to foster connectedness and a positive school climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,906	$1,931	$3,980
Source	Base	Base	LCFF Base
Budget Reference	(a) salaries $1,326 (b) benefits $580 LCFF Base (0000) Principal (a)$988 (b)$322 LCFF Base (0000) Secretary (a)$338 (b) $258 Object Codes: (a)1000/2000 (b)3000	(a) salaries $1,326 (b) benefits $605 LCFF Base (0000) Principal (a)$988 (b)$340 LCFF Base (0000) Secretary (a)$338 (b) $265 Object Codes: (a)1000/2000 (b)3000	2000-2999: Classified Personnel Salaries "Facilities Coordinator's Salary and Benefit Expenditures Reflected in Goal 3 Action 6" (a) salaries: Nutrition Clerk and Cafeteria Staff $1,967 LCFF Base RS0000 OBJ 7616 and Principal $988 LCFF Base RS0000 OBJ 1000's (b) benefits: $1,025 LCFF Base RS0000 OBJ7616 and OBJ 3000's

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A Special Education Parent Advisory Council (SEPAC) to continue conversations related to students in speech, resource, and SDC. The SEPAC will meet each trimester to discuss considerations and recommendations for meeting students with disabilities. Create a Special Education Action Team (SEAT) comprised of teachers from RS, SDC, GE, as well as administration to discuss SEPAC considerations and recommendations. SEAT will meet monthly to plan for student support systems and outreach, support implementation as well as monitoring and responding to data.	Maintain SEPAC to continue conversations related to students in speech, resource, and SDC. The SEPAC will meet each trimester to discuss considerations and recommendations for meeting students with disabilities. Maintain SEAT to discuss SEPAC considerations and recommendations. SEAT will meet monthly to plan for student support systems and outreach, support implementation as well as monitoring and responding to data	Maintain SEPAC to continue conversations related to students in speech, resource, and SDC. The SEPAC will meet each trimester to discuss considerations and recommendations for meeting students with disabilities. Maintain SEAT to discuss SEPAC considerations and recommendations. SEAT will meet monthly to plan for student support systems and outreach, support implementation as well as monitoring and responding to data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,946	$4,001	$4,030
Source	Base	Base	LCFF Base
Budget Reference	(a)salaries $2,975 (b) benefits $970 LCFF Base (0000) Principal Object Codes: (a)1000 (b)3000	(a)salaries $2,975 (b) benefits $ 1,026 LCFF Base (0000) Principal Object Codes: (a)1000 (b)3000	1000-1999: Certificated Personnel Salaries (a) salaries $3365 LCFF Base RS0000 GL-FN-OBJ 1110-2700-1303 (b) benefits $665 LCFF Base RS0000 GL-FN-OBJ 1110-2700-3XX1's

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)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$212, 764	16.77%

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

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

Blue Lake Union Elementary School's (BLUES) percentage to increase or improve services is 16.77%. The District receives $212,764 in supplemental and concentration funds. All of the funds are principally directed and effective in meeting the goals for unduplicated students. With 63% of unduplicated students, the most effective use of funds in Blue Lake School is to provide increased and improved actions and services on a school-wide and district-wide basis. The actions and services identified in the LCAP will best serve all students, including all subgroups, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners. Although Blue Lake School receives $212,764, we have budgeted $298,404 to increase and improve services for unduplicated services. The following actions and services were intended to better support our unduplicated students.

GOAL 1
Action 7: Unduplicated access to GE curriculum

GOAL 2
Action 1: Student intervention supports and targeted training to improve core academic skills
Action 2: Social/emotional support and academic guidance
Action 4: After-school tutoring to improve academic performance

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$213,738	15.53%

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

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

Blue Lake Union Elementary School's (BLUES) percentage to increase or improve services is 15.53% The District receives $213,738 in supplemental and concentration funds. All of the funds are principally directed and effective in meeting the goals for unduplicated students. With 66.8% of unduplicated students, the most effective use of funds in Blue Lake School is to provide increased and improved actions and services on a school-wide and district-wide basis. The actions and services identified in the LCAP will best serve all students, including all subgroups, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners. The following actions and services were intended to better support our unduplicated students.

GOAL 1
 Action 1: Translating student communications in Spanish to increase involvement and engagement
 Action 3: Increase family participation; increase attendance; increase engagement
 Action 7: Unduplicated access to GE curriculum

GOAL 2
 Action 1: Student intervention supports and targeted training to improve core academic skills
 Action 2: Social/emotional support and academic guidance
 Action 4: After-school tutoring to improve academic performance
 Action 5: Summer reading program to increase literacy
 Action 6: Instructional support
 Action 8: Science adoptions as well as CCSS aligned curriculum and supplemental instructional materials

GOAL 3
 Action 1: Positive Behavioral Interventions & Supports (PBIS) to improve and achieve social, emotional, an academic success.
 Action 2: Parent input for student programs
 Action 3: Increase participation and parent input for special education programs.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$150,328	12.43%

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

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

Blue Lake Union Elementary School's (BLUES) percentage to increase or improve services is 12.43%. The District receives $150,328 in supplemental and concentration funds. All of the funds are principally directed and effective in meeting the goals for unduplicated students. With 57.4% of unduplicated students, the most effective use of funds in Blue Lake School is to provide increased and improved actions and services on a school-wide and district-wide basis. The actions and services identified in the LCAP will best serve all students, including all subgroups, socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners. The following actions and services were intended to better support our unduplicated students.

GOAL 1
 Action 1: Translating all student communications in Spanish to increase involvement and engagement
 Action 3: Increase family participation; increase attendance; increase engagement
 Action 7: Unduplicated access to GE curriculum

GOAL 2

Action 1: Student intervention supports and targeted training to improve core academic skills
Action 2: Social/emotional support and academic guidance
Action 4: After-school tutoring to improve academic performance
Action 5: Summer reading program to increase literacy
Action 6: Instructional support
Action 8: English Language Arts and Social Studies adoption as well as CCSS aligned curriculum and supplemental instructional materials

GOAL 3
Action 1: Positive Behavioral Interventions & Supports (PBIS) to improve and achieve social, emotional, an academic success.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
    (2) The total number of cohort members.
    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,584,653.00	1,234,446.00	1,405,172.00	1,584,653.00	1,498,471.00	4,488,296.00
	1,376,158.00	0.00	1,308,052.00	1,376,158.00	0.00	2,684,210.00
Base	207,895.00	0.00	96,520.00	207,895.00	0.00	304,415.00
Federal Funds	0.00	17,460.00	0.00	0.00	23,251.00	23,251.00
LCFF Base	0.00	623,549.00	0.00	0.00	571,844.00	571,844.00
LCFF Supplemental and Concentration	0.00	260,893.00	0.00	0.00	298,404.00	298,404.00
Lottery	500.00	26,231.00	500.00	500.00	21,112.00	22,112.00
Other	0.00	28,185.00	0.00	0.00	209,983.00	209,983.00
Special Education	0.00	241,691.00	0.00	0.00	331,904.00	331,904.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Title I	100.00	28,754.00	100.00	100.00	33,843.00	34,043.00
Title II	0.00	7,683.00	0.00	0.00	8,130.00	8,130.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,584,653.00	1,234,446.00	1,405,172.00	1,584,653.00	1,498,471.00	4,488,296.00
	1,582,527.00	1,234,446.00	1,398,950.00	1,582,527.00	367,762.00	3,349,239.00
0000: Unrestricted	2,026.00	0.00	1,892.00	2,026.00	141,041.00	144,959.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	883,740.00	883,740.00
2000-2999: Classified Personnel Salaries	0.00	0.00	4,230.00	0.00	17,246.00	21,476.00
3000-3999: Employee Benefits	0.00	0.00	100.00	0.00	0.00	100.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	88,282.00	88,282.00
5000-5999: Services And Other Operating Expenditures	100.00	0.00	0.00	100.00	400.00	500.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,584,653.00	1,234,446.00	1,405,172.00	1,584,653.00	1,498,471.00	4,488,296.00
		1,376,158.00	0.00	1,308,052.00	1,376,158.00	0.00	2,684,210.00
	Base	205,869.00	0.00	90,398.00	205,869.00	0.00	296,267.00
	Federal Funds	0.00	17,460.00	0.00	0.00	0.00	0.00
	LCFF Base	0.00	623,549.00	0.00	0.00	15,763.00	15,763.00
	LCFF Supplemental and Concentration	0.00	260,893.00	0.00	0.00	0.00	0.00
	Lottery	500.00	26,231.00	500.00	500.00	20,095.00	21,095.00
	Other	0.00	28,185.00	0.00	0.00	0.00	0.00
	Special Education	0.00	241,691.00	0.00	0.00	331,904.00	331,904.00
	Title I	0.00	28,754.00	0.00	0.00	0.00	0.00
	Title II	0.00	7,683.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	2,026.00	0.00	1,892.00	2,026.00	0.00	3,918.00
0000: Unrestricted	LCFF Base	0.00	0.00	0.00	0.00	92,315.00	92,315.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	48,726.00	48,726.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	23,251.00	23,251.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	443,592.00	443,592.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	298,404.00	298,404.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	76,620.00	76,620.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	33,743.00	33,743.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	8,130.00	8,130.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	4,230.00	0.00	0.00	4,230.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	17,246.00	17,246.00

	Total Expenditures by Object Type and Funding Source						
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
3000-3999: Employee Benefits	Title I	0.00	0.00	100.00	0.00	0.00	100.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	0.00	0.00	2,628.00	2,628.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	1,017.00	1,017.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	84,637.00	84,637.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	300.00	300.00
5000-5999: Services And Other Operating Expenditures	Title I	100.00	0.00	0.00	100.00	100.00	200.00

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	758,553.00	744,603.00	734,549.00	758,553.00	881,573.00	2,374,675.00
Goal 2	613,612.00	350,273.00	518,187.00	613,612.00	520,049.00	1,651,848.00
Goal 3	212,488.00	139,570.00	152,436.00	212,488.00	96,849.00	461,773.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	255,665.00	288,705.00	159,704.00	255,665.00	324,568.00
	255,165.00	0.00	151,028.00	255,165.00	0.00
Base	0.00	0.00	8,176.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	27,258.00	0.00	0.00	25,647.00
LCFF Supplemental and Concentration	0.00	260,893.00	0.00	0.00	298,404.00
Lottery	500.00	554.00	500.00	500.00	517.00
Other	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00
Title I	0.00	0.00	0.00	0.00	0.00
Title II	0.00	0.00	0.00	0.00	0.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	1,329,488.00	946,258.00	1,249,414.00	1,329,488.00	1,198,784.00
	1,120,993.00	0.00	1,157,024.00	1,120,993.00	0.00
Base	207,895.00	0.00	92,290.00	207,895.00	0.00
Federal Funds	0.00	17,460.00	0.00	0.00	23,251.00
LCFF Base	0.00	596,291.00	0.00	0.00	570,561.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00
Lottery	500.00	26,194.00	0.00	500.00	21,112.00
Other	0.00	28,185.00	0.00	0.00	209,983.00
Special Education	0.00	241,691.00	0.00	0.00	331,904.00
Title I	100.00	28,754.00	100.00	100.00	33,843.00
Title II	0.00	7,683.00	0.00	0.00	8,130.00