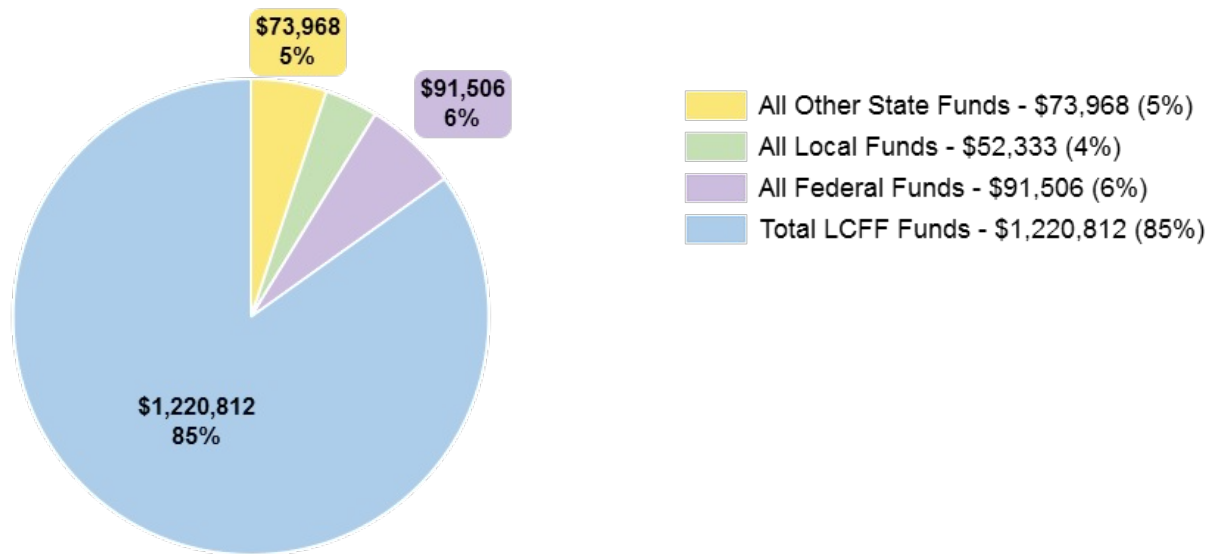


LCFF Budget Overview for Parents

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).

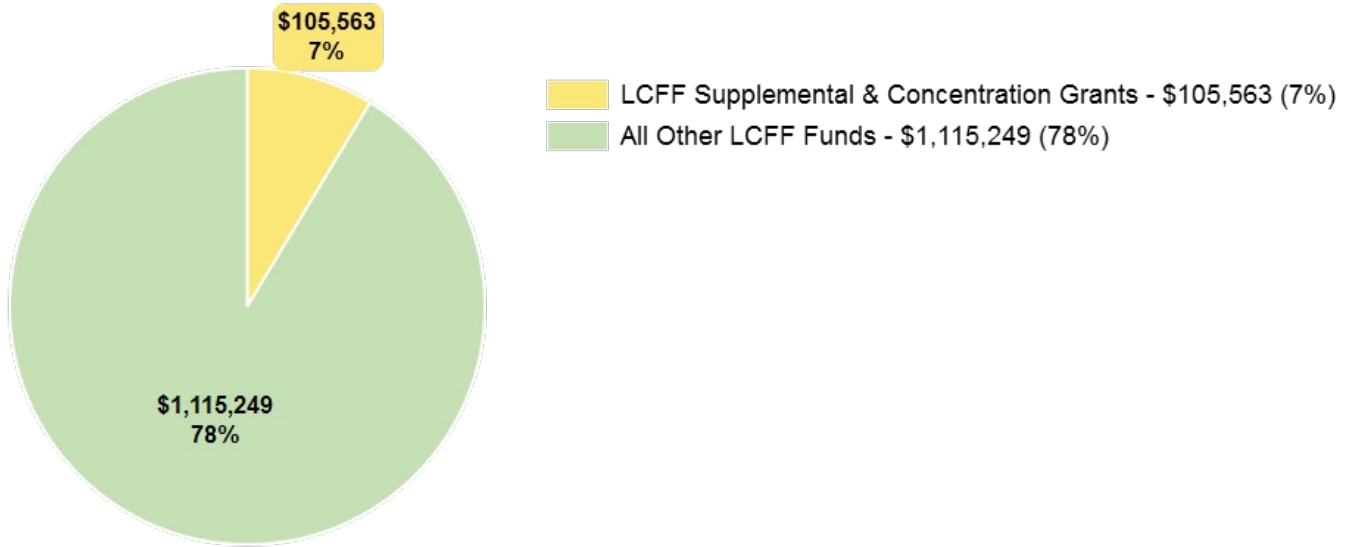
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$73,968	5%
All Local Funds	\$52,333	4%
All Federal Funds	\$91,506	6%
Total LCFF Funds	\$1,220,812	85%

Breakdown of Total LCFF Funds



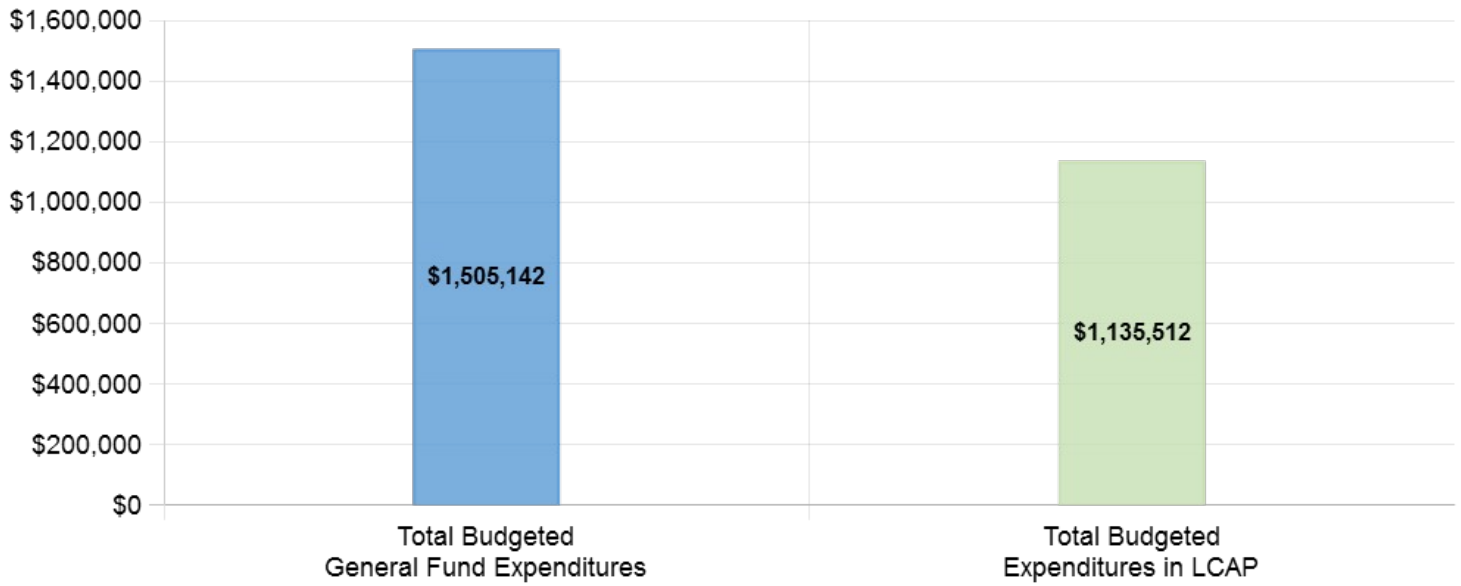
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$105,563	7%
All Other LCFF Funds	\$1,115,249	78%

These charts show the total general purpose revenue Fieldbrook Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Fieldbrook Elementary School District is \$1,438,619, of which \$1,220,812 is Local Control Funding Formula (LCFF), \$73,968 is other state funds, \$52,333 is local funds, and \$91,506 is federal funds. Of the \$1,220,812 in LCFF Funds, \$105,563 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



Source	Funds
Total Budgeted General Fund Expenditures	\$1,505,142
Total Budgeted Expenditures in LCAP	\$1,135,512

This chart provides a quick summary of how much Fieldbrook 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.

Fieldbrook Elementary School District plans to spend \$1,505,142 for the 2019-20 school year. Of that amount, \$1,135,512 is tied to actions/services in the LCAP and \$369,630 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

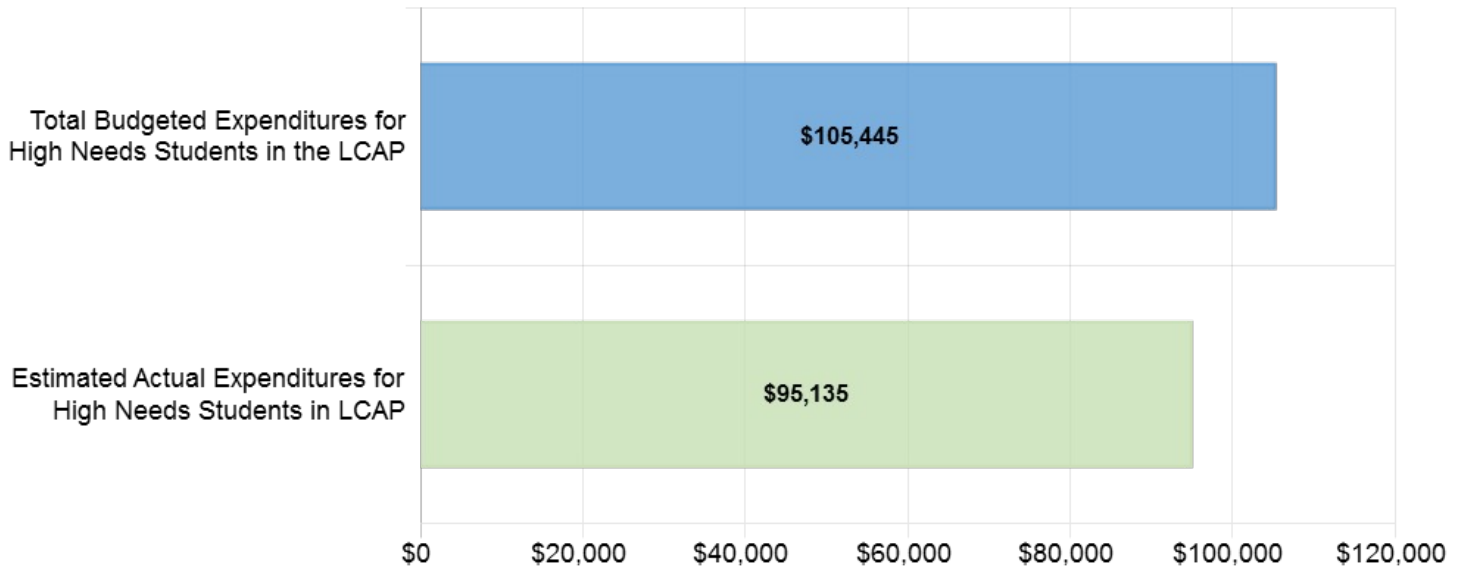
\$369,630 - Other General Administration Costs (Business Manager, Secretary, materials and supplies, conferences, etc), Administration costs(Superintendent/Principal, Audit Fees, legal fees), General Operation costs (Postage, Vehicle repairs, Data Processing charges, Maintenance agreements, etc), STRS on behalf.

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

In 2019-20, Fieldbrook Elementary School District is projecting it will receive \$105,563 based on the enrollment of foster youth, English learner, and low-income students. Fieldbrook 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 Fieldbrook Elementary School District plans to spend \$113,786 on actions to meet this requirement.

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

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$105,445
Estimated Actual Expenditures for High Needs Students in LCAP	\$95,135

This chart compares what Fieldbrook 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 Fieldbrook 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, Fieldbrook Elementary School District's LCAP budgeted \$105,445 for planned actions to increase or improve services for high needs students. Fieldbrook Elementary School District estimates that it will actually spend \$95,135 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$10,310 had the following impact on Fieldbrook Elementary School District's ability to increase or improve services for high needs students:

Services for high needs students were less than the total budgeted expenditures because we have hired a new employee at a lesser salary. Mid year included a reduction in time that services were provided as a result of the new employee's availability. For the 19-20 school year, hours have been increased to allow more time to interact and provide services to our high needs students.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Fieldbrook Elementary School
District

Contact Name and Title

Justin Wallace

Superintendent/Principal

Email and Phone

jwallace@nohum.k12.ca.us

707-839-3201

2017-20 Plan Summary

The Story

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

Fieldbrook School District is a small, rural one-school district with eight classrooms serving students from Transitional Kindergarten through 8th grade. In the next school year, 2019-2020, we plan to have seven full-time classrooms. This change from eight classrooms to seven is due to declining enrollment. We are anticipating at least ten fewer students than the 2018-2019 school year. We pride ourselves on offering solid academic programs in a family-type setting, and promoting each student's self-worth and ability to become a responsible, contributing citizen. Fieldbrook School serves only one sub group: low income/at-risk students. We do not have any Foster Youth or English Language Learners, or any students who have been reclassified.

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

Fieldbrook School offers a wonderful music program that includes classroom music, beginning and

intermediate violins, recorder, chorus, orchestra, and a 'Music Etc.' that encompasses guitar, ukulele and percussion. An African/Steel Drum class is also offered for interested students taught by an instructor from Humboldt State University. We also provide an after-school program until 5:30, Monday through Friday. As part of the after-school program we offer a Homework Club Monday through Thursdays.

Measures are in place to track students' progress for the SBAC/CAASPP state testing. Our goals will be to improve our English Language Arts (ELA) scores back up to 50+ points above level 3 (with level 3 indicating students met grade level standards) based upon the '17-'18 testing results. Fieldbrook students decreased their ELA scores in '17-'18 by 21.9 to 23.6 points above the standard.

In the area of mathematics, and using the measure of distance from level 3 (met grade level standards), the students at Fieldbrook School scored 3.2 points below level 3 , declining 7.4 points from the previous year.

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

LCAP Highlights

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

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

We will continue to work on increasing the daily average attendance in order to increase student learning.

Through MTSS and PBIS initiative at the district we have seen an increase in student recognition for positive behavior.

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

The district has improved in parent participation at school events. Through outreach and efforts by the office staff, communication has allowed the school to have an increased the participation rate to 90% of all families coming to at least one school sponsored function.

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

Chronic absenteeism rate is a concern. Efforts will be initiated to increase the frequency of the review of attendance records. This will enable district staff to interact with families and alleviate factors contributing to high absenteeism. The district intends to continue positive programs which effectively reduced the suspension rate. The teachers, the school counselor and the administrator will be implementing Restorative Practices, which are designed to provide support to students who are at-risk and/or in crisis before they 'fall through the cracks'. Additional counseling and alternative consequences will be provided to those students facing disciplinary challenges before they reach the level of suspension (except in those rare instances of violent acts). We also showed a participation rate below 95% for our SPED population and socioeconomically disadvantaged students.

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

The one performance gap identified by the district was for ELA Assessment data based on state testing. Our Socioeconomically disadvantaged students performed 2 levels below the all student average. The LEA has implemented new testing tools that allow the teachers to identify gaps in learning for individual and groups of students. The district has increased the total FTE for certificated staff to help with early intervention programs for ELA. Finally, the school will be increasing the aide time in upper grade classrooms to support ELA instructors.

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.

NA

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.

NA

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.

NA

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

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

Annual Measurable Outcomes

Expected

Actual

Metric and Outcome

1. ELA: 52 points above Level 3 (Very High); 2 point increase; Blue (Highest) Performance Level. Math: 7 points above Level 3 (High); 2 point increase from prior year; Green (High) Performance Level.

1. NOT MET - ELA 23.6 points above Level 3, 21.9 point decrease, Green.
Socioeconomically Disadvantaged student group - 9.2 points BL3, 54.2 point decline, Orange
2. NOT MET - Math 3.2 points below Level 3, 7.4 point decline, Yellow

Metric and Outcome

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

2a. MET - 100% of teachers properly credentialed and assigned
2b. MET - All students have access to CCSS IM
2c. MET - FIT rating was GOOD
2d. MET - Students in all grades are enrolled in Board Course of Study
2e. MET - CCSS are implemented in the instructional program in all classrooms, serving all students, including students with disabilities

Metric and Outcome

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

3a. MET - CCSS and Board Course of study - See outcome 2.
3b. MET - Program for SWD and Unduplicated students in place
NOTE - Homework Club is an action. Will be deleted in Outcomes in 2019-20 LCAP

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

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

Actual Actions/Services

All low-income/at-risk students were provided nutritious meals in the cafeteria to support learning

Budgeted Expenditures

\$10,735

Estimated Actual Expenditures

Amount
\$10,735

Source
Supplemental Concentration
(0001)

Budget Reference
Transfer out (7616)

Action 2

Planned Actions/Services

1. Maintain availability of support for the after-school Homework Club for 5 days per week, provide afterschool opportunities for a variety of academic/extracurricular activities.

2. Provide counseling time three days per week.

3. Provide classroom aides to

Actual Actions/Services

1. In order to support needs of SED students who may not have support for homework afterschool the district operated an After-school Homework Club 4 days per week, providing opportunities for academic and extracurricular activities.

2. Counselor was available to serve students in need three days per week for the first half of

Budgeted Expenditures

1. \$5,430

2. \$25,691

3. \$30,492

4. \$7,055

5. \$2,840

6. \$2,000

Estimated Actual Expenditures

Amount
1. \$4,667

2. \$16,795

3. \$35,694

4. \$26,909

5. \$2840

6. \$2,000

Planned Actions/Services

maintain academic support for intervention program by allowing small group instruction.

4. Provide staff to support the intervention program, one-on-one and small group instruction.

5. Purchase supplemental materials and supplies.

6. Provide professional development training in integrating CCSS.

7. Provide technology support for low- income students who have limited access to technology.

Actual Actions/Services

the year, 2 days a week during the second half of the year due to personnel changes caused by early retirement.

3. Classroom aides provided academic support in the intervention program by allowing small group instruction.

4. The intervention program supported identified students with one-on-one and small group instruction.

5. Supplemental materials and supplies were provided for students in the intervention program.

6. Staff participated in professional development training in integrating CCSS which included participation in the Redwood Writing Project and The Arts and Creativity Initiative.

Budgeted Expenditures

7. \$13,109

Estimated Actual Expenditures

7. \$13,123

Source

1. Supplemental Concentration (rs 0001)

2. Supplemental Concentration (rs 0001)

3. Supplemental Concentration (rs 0001)

4. Supplemental Concentration (rs 0001)

5. Supplemental Concentration (rs 0001)

6. Supplemental Concentration (rs 0001)

7. Supplemental Concentration (rs 0001)

Budget Reference

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

7. Classroom devices, infrastructure and support for teacher needs with technology was provided by IT coordinator.

1. Certificated salary/benefits (obj 1100)
2. Certificated salary/benefits (obj 1207)
3. Classified salary/benefits (obj 2105)
4. Classified salary/benefits (obj 2105, 2130)
5. Supplies (obj 4310)
6. Services (obj 5210)
7. Classified salary/benefits (obj 2255)

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1. Music teacher taught classroom music, strings, recorder, ukulele, African Drums and choir.

1. \$15,890
2. \$129
3. \$4,533

- Amount
1. \$15,890
 2. \$750

Planned Actions/Services

Support African Drums

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

3. Maintain counseling services for all students.

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

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

Actual Actions/Services

2. Materials and supplies needed by students for the music program were in available.

3. Counseling services were offered for all students as needed.

4. Instructional aides provided academic support within classrooms.

5. CCSS aligned consumable textbooks and software licenses were purchased in Math for ALEKS math for grades 5 and 6, Eureka Math for grades K-2, and Singapore Math for grades 3-5. Additional novel sets were purchased to support ELA in grades 7 and 8 and literary books were purchased to support grades 6 and 7. The staff piloted some Science and Math programs for adoption next school year. Expenditures were less than anticipated due to delayed adoption timeline for

Budgeted Expenditures

4. \$14,893

5. \$19,431

5. \$15,000

6. \$35,842

Estimated Actual Expenditures

3. \$2,965

4. \$17,730

5. \$5,015

6. \$30,529

Source

1. General Fund (rs 0000)

2. Lottery (rs 1100)

3. Lottery (rs 1100)

4. General Fund (rs 0000)

5. Lottery (rs 6300)

6. General Fund (rs 0011)

Budget Reference

1. Certificated salary/benefits (obj 1102)

2. Supplies (gl 1228, obj 4310)

3. Certificated salary/benefits (obj

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Science and Math.

6. After school program supported classroom academic program and provided enrichment for students.

1207)

4. Classified salary/benefits (obj 2105)

5. Supplies (obj 4110)

6. Classified salary/benefits (obj 2900, 2939)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Maintain properly credentialed teachers for all teaching positions.

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

3. Purchase of supplemental materials and supplies.

1. Properly credentialed teachers delivered CCSS instruction in all classrooms

2. Teachers participated in PD on effective methods of implementing Common Core State Standards

3. Purchase of supplemental materials and supplies.

1. \$8,187

1. \$186,319

1. \$20,469

1. \$350,165

2. \$ 5,000

3. \$11,115

3. \$8,500

Amount
1. \$8,178

1. \$203,029

1. \$20,469

1. \$353,635

2. \$7,655

3. \$15,000

3. \$9,409

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- Source
- 1. Federal Funds (rs 4035)

 - 1. General Fund (rs 1400)

 - 1. Federal Funds (rs 5820)

 - 1. General Fund (rs 0000)

 - 2. Lottery (rs 1100)

 - 3. Lottery (rs 1100)

 - 3. Federal Funds (rs 4127, 3010)
General Fund (rs 0000)
- Budget Reference
- 1. Certificated salary/benefits (obj 1100)

 - 1. Certificated salary/benefits (obj 1100)

 - 1. Certificated salary/benefits (obj 1100)

 - 1. Certificated salary/benefits (obj 1100)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- 1100)
- 2. Services (obj 5210)
- 3. Supplies (obj 4310)
- 3. Supplies (obj 4310, 4353)

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

- 1. Teachers and instructional assistants provided instruction and support services to students with disabilities.
- 2. Materials and supplies for students with disabilities were available.

- 1. \$72,770
- 1A. \$25,926 1B. \$1,914
- 1. \$3,688
- 2. \$207

- Amount
- 1. \$61,698
- 1A. \$42,812 1B. \$1,914
- 2. \$3,801
- 3. \$400
- Source
- 1. Special Education (rs 6500)
- 1A. Special Education (rs 6500, 3310)
- 1B. Special Education (rs 6500)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2. Special Education (rs 6500)

3. Special Education (rs 6500)

Budget Reference

1. Certificated salary/benefits (fn 1120,1190) (obj 1104)

1A. Classified salary/benefits (obj 2103,2220)

1B. Classified salary/benefits (obj 2140)

2. Services (obj 5800)

3. Supplies (obj 4310)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

A local breakfast program was operated to ensure that all low income/at-risk students received a nutritious morning meal to help stimulate their academic abilities.

\$6,669

Amount
\$3,003

Source
Supplemental Concentration (rs
0001)

Budget Reference
Classified salary/benefits (obj
2210)

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

Analysis

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

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

Most of the district's actions were fully implemented including the cafeteria lunch and breakfast programs. Curriculum was purchased to provide CCSS materials and instruction to all students. The district was successful in offering a wide range of music options to all students in the district. There was partial implementation in counseling services offered for part of the year. This was due to a change in staffing, the district was only able to find a service provider two days per week. Furthermore, due to lack of use, the after school homework program was only active four days a week during the school year.

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

The district was successful in executing actions that were effective. We increased the accessibility for support services to our students. By adding additional aides, more students got 1:1 and small group help. This created an environment that was safe and comfortable for all students. The district measured this through our student survey which indicated that 95% felt safe and secure at school. The District did not see academic growth based on CAASPP scores when compared to the year prior. This can partly be contributed to the small size of our district. The district focused on providing direct grade level math instruction this year, but the results won't be seen until test results come back from this year's CAASPP tests.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.1 Homework club was 4 days rather than the 5 days budgeted
 Action 2.2 and 3.3 saw a decrease in spending due to changes in staffing that were triggered by an early retirement. This caused a lapse of service for a period of time and hiring an individual at a lesser rate.
 Action 2.3, 2.4 and 3.4 saw increases in spending due to a greater need on campus for more aid time to assist with intervention programs on campus

and support students in a 1:1 setting.

Action 3.2 showed an increase in spending for music supplies based on the need to purchase racks to help conserve space in the music area.

Action 3.5 saw a decrease in spending due to the district postponing adoption of a science curriculum. We purchased supplemental materials to enrich our current curriculum

Action 3.6 saw a decrease in spending due to new staff being hired at a lesser rate.

Action 4.2 saw an increase in spending due to increased involvement by the staff in professional development in relation to a school wide PBIS implementation

Action 4.3 saw an increase in spending due to the need for additional enrichment materials for pre-existing curriculum.

Action 5.1 saw a decrease in spending due to the decrease in time required to meet the needs of our current caseload of students.

Action 6.1 saw a decrease in spending due to hiring new staff to assist with the breakfast program at a lesser rate.

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

Outcome 1 will be amended to include SED student group progress.

Action 2 staffing will be increased to facilitate increase offerings in the Enrichment program.

Action 3 1A a music teacher time was split between base funding in this action and supp/conc funding in Goal 1Action 2.1

Action 2 will be partially funded through our Low Performing Student Block Grant to support 1:1 aide time

Goal 2

Increase regular and timely attendance on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metric and Outcome

1. 100% of parents will continue to be contacted concerning absences and tardies daily. ADA will increase to 96% in 2018-2019.

Metric and Outcome

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

Actual

1a. MET - All parents whose children were frequently absent or tardy were contacted

1b. NOT MET - 95.8% (although .02% would round to 96%)

2. NOT MET - 9.8% Chronic Absenteeism rate

Expected

Metric and Outcome

3. Maintain middle school dropout rate of 0%.

Metric and Outcome

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

Metric and Outcome

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

Metric and Outcome

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

Actual

3. MET - Middle school dropout rate of 0%.

4.a. MET - Suspension rate of 2%, although rate is 2% increase from prior year. Orange performance rating in Dashboard

4b. MET - Expulsion rate 0%

Metric and Outcome

5. MET - 95% of pupils surveyed will indicate they feel safe at school.
 NOT MET - 82%of students surveyed will feel connected at school.
 MET - 96% of parents surveyed will feel safe and connected at school.
 NOT MET - 88% of staff surveyed will indicate they feel safe at school.
 MET - 81% of staff surveyed will indicate they feel connected to staff, and 100% will indicate they feel connected to their students.

6. NOT MET - 80%of parents surveyed indicated the school stressed the importance of regular attendance.

Actions/Services

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

Action 1

Planned Actions/Services

1. Maintain secretarial time in order to continue dissemination of notices going home, including telephone calls, on the importance of attendance (including ed. code and legal requirements)
2. Improve student and parent information regarding importance of timely school attendance on a daily basis.

Actual Actions/Services

1. School secretary distributed notices going home and placed telephone calls on the importance of attendance (including ed. code and legal requirements)
2. Information regarding importance of timely school attendance on a daily basis was prepared and shared with students and families.

Budgeted Expenditures

1. \$4,078
2. \$0

Estimated Actual Expenditures

- Amount
1. \$2,437
 2. \$0
- Source
1. Supplemental Concentration (rs 0001)
- Budget Reference
1. Classified salary/benefits (obj 2406)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

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

1. PowerSchool SIS records were reviewed and analyzed every two weeks in order to track absences and tardies and notify parents in a timely fashion according to EC48260.

2. School secretary sent out truancy notices as warranted.

3. School climate surveys for students collecting their perceptions of 'feeling safe at school' and connectedness were distributed on April 29, 2019 (See results in Outcome 5) 1

1. \$0

2. \$0

1. \$0

2. \$0

3. \$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

3a. REPEAT OF ACTION 2
(DELETE IN 2019-20)

3b. The district superintendent met with students identified as having chronic absenteeism and referred those in need of additional support to the school counselor.

\$0

\$0

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

Analysis

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

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

Actions and Services were implemented as intended. Our secretary used time to notify families and follow up on absences. Surveys were created and sent out in paper and digital format for accessibility to all families.

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

Although our actions/services were executed as stated, the district showed an increase in chronic absenteeism. Additional measures and earlier interventions would have yielded a greater response rate. We had success in reaching families and students during the spring with surveys. A longer survey window would have produced greater participation rates for parent surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 showed a decrease in spending due to the resignation of the school secretary mid-year. The position was replaced at a lesser pay rate than budgeted.

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.

Outcome 2.2 - Will be revised from 1% to 5%.
Additional action will be added to Goal 2 to review absenteeism records monthly.
Duplicate Action 3 will be eliminated.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 8

Local Priorities: Awards and Recognitions

Annual Measurable Outcomes

Expected

Metric and Outcome

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

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

Actual

SEE GOAL 1 OUTCOME 1

Expected

Metric and Outcome

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

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

Metric and Outcome

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

40% of parents will participate in spring survey.

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

Actual

2. N/A - THE AFTERSCHOOL ENRICHMENT PROGRAM WAS DISCONTINUED.

2b. MET - 100% of students received awards of recognition for Honor Roll, school-wide special projects, and regional events such as History Day, Science Fair, and Regional and County Spelling Bees.

3a. MET - 98% of families participated in parent/teacher conferences in the Fall or Spring of this school year.

3b. NOT MET - 29% of parents completed the spring survey.

3c. MET - 59% of parents, including parents of students with disabilities, participated in family fun nights, special events and LCAP planning sessions as tracked by sign-in sheets.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

Athletics, field trips and foreign language were available to interested students, enriching the regular classroom curriculum. Cross country running was available to all students, volleyball was available to all students in grades 5th -8th. Basketball was available to all students in grades 5th-8th as well. Language classes were taught in the 2nd grade twice a week through a collaborative effort with Humboldt State University.

Budgeted Expenditures

1. \$8,000
1. \$3,515
1. \$3,000
1. \$500

Estimated Actual Expenditures

Amount
1. \$8,000
1. \$878
1. \$6,261
1. \$500

Source
1. General Fund (rs 0000)
1. General Fund (rs 0000)
1. General Fund (rs 0000)
1. General Fund (rs 0000)

Budget Reference
1. Services (obj 5801, 5816)
1. Classified salary/benefits (obj 2950)
1. Certificated salary/benefits (obj 1132)
Services (obj 5800, 5801)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Supplies (obj 4310)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

1. See Goal 1, Action 4. (PD included differentiation strategies addressing needs of high achieving students.)

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

1. See Goal 1, Action 4

2. See Goal 1, Action 4

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

Analysis

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

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

The district fully implemented all actions except for providing an enrichment program after school. The district was unable to facilitate the program due to the lack of participation from prior program facilitators. Due to declining enrollment, staffing was reduced for the 2018-19 school year and there was no ability to fill the need with existing staff.

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

The district was able to support programs including sports, music, and foreign language. Students received recognition for participation and excelling in activities both during and after school at the weekly all-school morning meeting. All varsity basketball athletes were given the opportunity to participate in an extracurricular fieldtrip to Sacramento where they played on an NBA court. 2nd grade students were exposed to conversational Spanish for half of the school year. Students who participated in the state History Day were recognized and provided extra teacher support for the event. that Implement programs and activities to empower and challenge higher achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no big discrepancies 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.

There are no changes to this goal.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected

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

Complete shed project. Ongoing maintenance.

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

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

Actual

1.a NOT AN OUTCOME, THIS IS AN ACTION.

1b. NOT AN OUTCOME, THIS IS AN ACTION.

1c. NOT MET - 98 % of surveyed parents agreed that facilities were clean, safe and properly maintained.

2. 100% of students were able to access CCSS on-line and computer-based resources used in the instructional program.

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

1. Director of maintenance worked to ensure facilities were properly repaired and cleaned.
2. Custodian maintained that facilities were in good condition and clean and safe
3. District provided materials and supplies necessary to maintain a clean, safe and functional place for students, parents and faculty.
4. Internet service contracts and technology supplies for students were purchased as needed.
5. Shed was constructed to house school vehicles and tools.

Budgeted Expenditures

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

Estimated Actual Expenditures

- Amount
1. \$68,603
 2. \$24,691
 - 3A. \$9,600
 - 3B. \$1,617
 - 3C. \$6,504
 - 3D. \$3,704
 4. \$10,127
 5. 284,700
- Source
1. General Fund (rs 8150, 0000)
 2. General Fund (rs 0000)

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

3A. General Fund (rs 0000)

3B. General Fund (rs 8150)

3C. General Fund (rs 0000)

3D. General Fund (rs 8150)

4. General Fund (rs 0000)

5. General Fund (rs 0230)

Budget Reference

1. Classified salary/benefits (obj 2213)

2. Classified salary/benefits (obj 2930)

3A. Supplies (obj 4310, 4391)

3B. Supplies (obj 4384)

3C. Services (obj 5610, 5716, 5800)

3D. Services (obj 5631, 5716,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5800)

4. Supplies (obj 4310, 4445)
Services (obj 5800, 5845)

5. Buildings (obj 6200)

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

Analysis

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

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

Major projects were completed at the school to meet our Goal. Actions and Services were implemented this year to successfully construct a facility to store and organize school supplies and equipment.

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

The district completed actions and services as described; overall effectiveness did not meet the district goal. 98 % of parents surveyed felt the facilities were safe, clean and welcoming. the other 2 % had no opinion on the matter. The addition of the new building has allowed staff to de-clutter spaces, properly secure school property and enable our staff to meet district needs with greater efficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.2. Increase in expenditures for custodial salary/benefits due to longer hours needed to maintain facility.

Action 1.3D A decrease in expenditures was due to maintenance focus being redirected to our shed project.

Action 1.4 - Costs for internet services contract increased

Action 1.5 The large increase in expenditures occurred because the initial budgeted expenditure did not factor in construction and contractor costs; it only represented the cost of the building kit.

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.

Outcome 1.1 a and b will be eliminated

Action 1.5 will be removed for the 19-20 school year, construction was completed 18-19.

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?

There are no certificated or classified bargaining units.
LCAP input sessions were conducted on:

- 1) LCAP Engagement night was held March 15, 2019 at the school multi-purpose room. Parents participated in discussions and completed surveys.
- 2) The Fieldbrook School Site Council acting as the Parent Advisory Committee discussed the LCAP and provided input on the following dates 10/24/18, 11/28/18, 2/6/19, 4/10/19.
- 3) Students had opportunity to provide input during the month of April 2019 through a student survey that was complete by all students.
- 4) Parents were provided surveys during month of April 2019.
- 5) Staff meeting were held every Monday and topics included LCAP goals, as well as programs in the school identified in the LCAP.
- 6) A school information night was held on January 7, 2019 in which families, community members and perspective families were invited to participate.

Impact on LCAP and Annual Update

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

1. Parents were made aware of the LCAP goals and activities and received a copy of them for the 20182019 school year. The few parents who attended indicated they agreed with the goals and activities in place. The district has found that combining LCAP engagement meetings with other school functions has greatly increased the number of parents contributing to the LCAP.
2. The Site Council reviewed different sections of the LCAP and provided feedback as the Parent Advisory Committee. Discussion about how to

reinstate enrichment activities for after-school were voiced.

3. Student surveys were completed by 100% of the school. the surveys indicated that the students felt safe on campus and the outdoor facilities were liked by all. Based on the feedback, efforts to maintain the school grounds will continue.

4. All parents were provided access to the LCAP survey through email, hardcopy, text and phone notifications. The district received responses from 29% of all families at the school. From the surveys, we identified that families want to continue to see enrichment activities offered for all students during and after school. We also discovered that 98% of the parents surveyed feel the school is well maintained and safe so the district will continue to support goals and actions related to the facilities.

5. Staff meetings were held allowing staff opportunities to provide input on the LCAP. Staff continued to maintain their agreement with the goals and activities. The staff indicated verbally that more enrichment opportunities would be beneficial to the students, and that there were opportunities to provide enrichment during aftercare.

6. At the information night, families acknowledged that they enjoy the small class sizes and the K-8 atmosphere of the school. The district will continue to maintain small class sizes whenever possible and staff according to this ideology.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

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

Identified Need:

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

Maintain after-school Homework Club for 4 days per week, and continue enrichment activities as part of the After-School Program for students. A wider variety of enrichment activities will be considered and implemented when deemed appropriate. Students dropped by 21.9 points in ELA to 23.6 points above level 3 in the '17-'18 school year. In mathematics the students scored 3.2 points below level 3 in '17-'18 declining by 7.4 points from the prior year.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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1. Priority 4 - Student achievement / CAASPP scores

1. ELA: 46.2 points above level 3 Green(Very High) Performance Level; 4.4 decrease; Performance Level Math: 5 points above level 3 (High); 2.6 point increase from prior year; Green (Very High) Performance Level.

Metric and Outcome
1. ELA: 50 points above Level 3 (Very High); 3.8 point increase; Blue (Highest) Performance Level.
Math: 7 points above Level 3 (High); 5 point increase from prior year; Green (High) Performance Level.

Metric and Outcome
1. ELA: 52 points above Level 3 (Very High); 2 point increase; Blue (Highest) Performance Level. Math: 7 points above Level 3 (High); 2 point increase from prior year; Green (High) Performance Level.

Metric and Outcome
1. ELA: Increase from 26.6 points to 30 points above Level 3. Maintain Green rating. SED group to increase to 4.2 points below L3
2. Math: Increase from 3.2 to 20 points above Level 3 to raise to Green rating. SED group to increase to 6.7 points below L3

Metrics/Indicators

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

Baseline

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

2017-18

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

2018-19

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

2019-20

100% properly credentialed and assigned teachers
100% of students (including unduplicated pupils and Students with Disabilities) have sufficient materials based on Board resolution of sufficiency of IM and SARC
Facility is being maintained in good repair per FIT
100% of the teacher plan books will reflect broad course of study and academic lessons based upon state standards

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

3. Priority 2 -
Implementation of
State Standards

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

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

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

OMIT THIS OUTCOME -
DUPLICATE OF 2
Metric and Outcome
3. 100% of teacher plans, class schedules and sign-in sheets will indicate all students, including students with disabilities and low income/at-risk students, are receiving regular grade level academic curricula, supplemental services if needed (as determined by a Student Study Team), and have access to the Homework Club four days per week and enrichment classes/activities.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,735	\$10,735	\$10,735
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	7000-7439: Other Outgo RS 0001 OBJ 7616	7000-7439: Other Outgo RS 0001 OBJ 7616	7000-7439: Other Outgo RS 0001 OBJ 7616

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

2017-18 Actions/Services

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

for 2018-19

Modified

2018-19 Actions/Services

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

for 2019-20

Modified

2019-20 Actions/Services

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

income students who have limited access to technology.

income students who have limited access to technology.

income students who have limited access to technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$13,091 2. \$25,251 3A. \$33,522 3B. \$3,334 4. \$16,544 5. \$2,840 6. \$2,000 7. \$12,646	1. \$5,430 2. \$25,691 3. \$30,492 4. \$7,055 5. \$2,840 6. \$2,000 7. \$13,109	1. \$10,529 2. \$26,252 3. \$48,653 4A. \$22,468 4B. \$12,076 5. \$3,268 6. \$2,200 7. \$5,457
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental/Concentration Title 1 Low Performing Student Block Grant

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

1. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
2. 1000-1999 Certificated Personnel Salaries RS 0001, OBJ 1000-3999
3. 2000-2999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332 B. RS 3010 OBJ 2100-3999
4. 1000-1999: Certificated Personnel Salaries RS 3010 OBJ 1000-3999
5. 4000-4999: Books And Supplies RS 0001 OBJ 4310
6. 5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210
7. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999

1. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1000-3999
2. 1000-1999 Certificated Personnel Salaries RS 0001, OBJ 1000-3999
3. 2000-2999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332
4. 1000-1999: Classified Personnel Salaries A.RS 0001 OBJ 2105-3332
5. 4000-4999: Books And Supplies RS 0001 OBJ 4310
6. 5000-5999: Services And Other Operating Expenditures RS 0001 OBJ 5210
7. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2000-3999

1. 1000-1999: Certificated Personnel Salaries RS 0001, GL 1110, 1228, OBJ 1100, 1120
2. 1000-1999: Certificated Personnel Salaries RS 0001, OBJ 1207
3. 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2105
- 4A. 1000-1999: Certificated Personnel Salaries RS 3010, OBJ 1133
- 4B. 2000-2999: Classified Personnel Salaries RS 3010, 7510, OBJ 2105
5. 4000-4999: Books And Supplies RS 0001, 3010, 7510 OBJ 4310
6. 5000-5999: Services and Other Operating Expenditures RS 0001, 7510 OBJ 5210
7. 2000-2999: Classified Personnel Salaries RS 0001, OBJ 2255

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

3. Maintain counseling services for all

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

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

3. Maintain counseling services for all

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

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

3. Maintain counseling services for all

students.

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

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

students.

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

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

students.

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

5. Provide CCSS aligned textbooks

6. Maintain a safe, enriching after school program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$13,856 2. \$3,266 3. \$4,438 4. \$13,063 5. \$6,525 5. \$6,000 6. \$35,005	1. \$15,890 2. \$129 3. \$4,533 4. \$14,893 5. \$19,431 5. \$15,000 6. \$35,842	1A. \$11,253 1B. \$150 2. \$750 3. \$4,632 4. \$17,730 5. \$7,102 6A. \$27,316 6B. \$79

Year

2017-18

2018-19

2019-20

Source

- 1. LCFF
- 2. Lottery
- 3. LCFF
- 4. LCFF
- 5. Lottery
- 5. LCFF
- 6. LCFF

- 1. LCFF
- 2. Lottery
- 3. Lottery
- 4. LCFF
- 5. Lottery
- 5. LCFF
- 6. LCFF

- 1A. LCFF
- 1B. Lottery
- 2. Lottery
- 3. Lottery
- 4. LCFF
- 5. Lottery
- 6A. Local / LCFF
- 6B. Local / LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> 1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999 2. 4000-4999: Books And Supplies RS 1100 OBJ 4310 3. 1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999 4. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999 5. 4000-4999: Books And Supplies RS 6300 OBJ 4110 5. 4000-4999: Books And Supplies RS 0000 OBJ 4110 . 6. 2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999 	<ul style="list-style-type: none"> 1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999 2. 4000-4999: Books And Supplies RS 1100 OBJ 4310 3. 1000-1999: Certificated Personnel Salaries RS 1100 OBJ 1207-3999 4. 2000-2999: Classified Personnel Salaries RS 0000 OBJ 2000-2999 5. 4000-4999: Books And Supplies RS 6300 OBJ 4110 5. 4000-4999: Books And Supplies RS 0000 OBJ 4110 . 6. 2000-2999: Classified Personnel Salaries RS 0011 OBJ 2000-3999 	<ul style="list-style-type: none"> 1A. 1000-1999: Certificated Personnel Salaries RS 0000, OBJ 1000-3999 1B. 5000-5999: Services And Other Operating Expenditures RS 1100, OBJ 5800 2. 4000-4999: Books And Supplies RS 1100, OBJ 4310 3. 1000-1999: Certificated Personnel Salaries RS 1100, OBJ 1207 4. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2105 5. 4000-4999: Books And Supplies RS 6300, OBJ 4110 6A. 2000-2999: Classified Personnel Salaries RS 0011, OBJ 2900 6B. 4000-4999: Books and Supplies RS 0011, OBJ 4310

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

1. Maintain properly credentialed teachers for all teaching positions.

1. Maintain properly credentialed teachers for all teaching positions.

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

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

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

3.. Purchase of supplemental materials and supplies.

3. Purchase of supplemental materials and supplies.

3. Purchase of supplemental materials and supplies.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

1. \$7,576

1. \$183,275

1. \$19,697

1. \$372,804

2. \$ 4,000

3. \$6,908

3. \$6,553

1. \$8,187

1. \$186,319

1. \$20,469

1. \$350,165

2. \$ 5,000

3. \$11,115

3. \$8,500

1. \$590,654

2. \$7,968

3. \$22,692

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> 1. 1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999 2. 5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210 3. 4000-4999: Books And Supplies RS 1100 OBJ 4310 3. 4000-4999: Books And Supplies RS 0000 OBJ 4310 	<ul style="list-style-type: none"> 1. 1000-1999: Certificated Personnel Salaries RS 4035 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 1400 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 5820 OBJ 1000-3999 1. 1000-1999: Certificated Personnel Salaries RS 0000 OBJ 1000-3999 2. 5000-5999: Services And Other Operating Expenditures RS 1100 OBJ 5210 3. 4000-4999: Books And Supplies RS 1100 OBJ 4310 3. 4000-4999: Books And Supplies RS 0000 OBJ 4000-4500 	<ul style="list-style-type: none"> 1. 1000-1999: Certificated Personnel Salaries RS 4035, 1400, 4127, 5820, 0000 OBJ 1100 2. 5000-5999: Services And Other Operating Expenditures RS 7817, OBJ 5210 3. 4000-4999: Books and Supplies RS 1100, 1400, 4127 OBJ 4310, 4353, 4312

Action #5

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

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Provide support and instruction for students with disabilities.

1. Provide support and instruction for students with disabilities.

1. Provide support and instruction for students with disabilities.

2. Provide material and supplies for students with disabilities.

2. Provide material and supplies for students with disabilities.

2. Provide material and supplies for students with disabilities.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

<p>1. \$57,192</p> <p>1A. \$ 23,446 1B. \$1,500</p> <p>1. 11,059</p>	<p>1. \$72,770</p> <p>1A. \$25,926 1B. \$1,914</p> <p>1. \$3,688</p> <p>2. \$207</p>	<p>1A. \$52,425</p> <p>1B. \$1,957</p> <p>1C. \$3,801</p> <p>2. \$4,868</p>
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Source

<p>1. Special Education</p> <p>1. Special Education</p> <p>1. Special Education</p>	<p>Special Education</p>	<p>Special Education</p>
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Budget Reference

<p>1. 1000-1999: Certificated Personnel Salaries RS 6500, OBJ 1000-3999</p> <p>1. 2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999</p> <p>1. 7000-7439: Other Outgo RS 6500, OBJ 7142</p>	<p>1. 1000-1999: Certificated Personnel Salaries RS 6500, OBJ 1000-3999</p> <p>1. 2000-2999: Classified Personnel Salaries 1A. RS 3310, OBJ 2000-2999 1B. RS 6500, OBJ 2000-2999</p> <p>1. 5000-5999: Services and Operating Expenditures RS 6500, OBJ 5800</p> <p>2. 4000-4999 Materials and Supplies RS 6500, OBJ 4310</p>	<p>1A. 1000-1999: Certificated Personnel Salaries RS 6500, 3310, OBJ 1104</p> <p>1B. 2000-2999: Classified Personnel Salaries RS 6500, OBJ 2140</p> <p>1C. 5000-5999: Services And Operating Expenditures RS 6500 OBJ 5800</p> <p>2. 4000-4999: Materials And Supplies RS 3310, 6500 OBJ 4310</p>
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Action #6

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

Students to be Served

Location(s)

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

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Did not occur in 2017-2018

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$6,669	\$3,276
Source	N/A	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	N/A	2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999	2000-2999: Classified Personnel Salaries RS 0001, OBJ 2000-3999

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

Modified

Goal 2

Increase regular and timely attendance on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

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

Improve overall student attendance by 0.9%, with P2 report in 2019 indicating that the attendance rate is up to 96%.
The district attendance rate fell short by 0.2%.

95% of parents and students will indicate that the school stresses the importance of good attendance when they are surveyed in the spring of 2019.
79% of respondents indicated that the school stressed the importance of good attendance.

In the 2018-19 school year, counseling services were interrupted due to an early retirement. The district saw an increase in inappropriate behavior as charted through reflection sheets. When the counselor position was filled, the behavior improved throughout the school. There is a need to continue to provide regular counseling services to our students.

Expected Annual Measureable Outcomes

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

4. Priority 6 - Pupil suspension and expulsion rates.

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

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

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

Metric and Outcome
4. a. Maintain suspension rate of 2% or less as tracked by DataQuest, CALPADS, and SEIS.

4.b. Expulsion rate will remain at 0% as tracked by DataQuest, CALPADS, and SEIS.

Metrics/Indicators

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

Baseline

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

2017-18

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

2018-19

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

2019-20

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

6. Priority 3 - Parent Involvement

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

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

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

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

Modified

2018-19 Actions/Services

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

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

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

Modified

2019-20 Actions/Services

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

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

3. Implement practice of monthly review of attendance records to identify students at risk of being chronically absent. Contact families in need of information and support for removing barriers to student attendance for those students identified as at-risk of being chronically absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$3,470 2.\$0	1. \$4,078 2.\$0	1. \$4,044 2. No additional cost 3. No additional cost
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	1. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406 2. no additional cost	1. 2000-2999: Classified Personnel Salaries RS 0001 OBJ 2406 2. no additional cost	1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2406 2. No Additional Cost 3. No Additional Cost

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount	1. \$0	1. \$0	1. \$0
	2. \$0	2. \$0	2. \$0
Source	n/a	n/a	n/a
Budget Reference	1. Cost in goal 2 action 1	1. Cost in goal 2 action 1	1. Cost in goal 2 action 1
	2. Cost in goal 2 action 1	2. Cost in goal 2 action 1	2. Cost in goal 2 action 1

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

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

Unchanged

2018-19 Actions/Services

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

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

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

Modified

2019-20 Actions/Services

DELETE ACTION (DUPLICATE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	NA

Source	na	na	NA
Budget Reference	Cost in goal 2 Action 1	Cost in goal 2 Action 1	NA

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

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 8

Local Priorities: Awards and Recognitions

Identified Need:

Using the implemented measure of ELA and mathematics, Fieldbrook students declined to 23.6 points above level 3 as measured by SBAC testing in ELA. In mathematics the students declined to 3.2 points below level 3. Two years of continued decline have been expressed as a concern by parents.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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1. Priority 4 - Pupil Achievement / CAASPP Scores

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

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

Metric and Outcome

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

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

Metric and Outcome

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

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

Metric and Outcome

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

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

2. Local - Awards and Recognitions

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

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

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

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

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

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

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

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

3. Priority 3 - Parent Involvement

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

35% of parents participated in the spring survey.

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

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

45% of parents will participate in spring survey.

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

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

40% of parents will participate in spring survey.

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

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

50% of parents will participate in spring survey.

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

Specific Student Groups, High Achieving

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount			
Source			
	1. \$7898	1. \$8,000	1a. \$8,000
	1. \$3200	1. \$3,515	1b. \$3,511
	1. \$2300	1. \$3,000	1c. \$6,085
	1.\$600	1.\$500	1d. \$500
			1e. \$1,955
	1. LCFF	1. LCFF	1a. LCFF
	1. LCFF	1. LCFF	1b. LCFF
	1. LCFF	1. LCFF	1c. LCFF
	1. LCFF	1. LCFF	1d. LCFF
			1e. LCFF

Budget Reference

<p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816</p> <p>1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999</p> <p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800</p> <p>1. 4000-4999: Books And Supplies RS 0000, OBJ \$600</p>	<p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, OBJ 5801,5816</p> <p>1. 2000-2999: Classified Personnel Salaries RS 0000, OBJ 2000-2999</p> <p>1. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1300, OBJ 5800</p> <p>1. 4000-4999: Books And Supplies RS 0000, GL 1300, OBJ 4310</p>	<p>1a. 5000-5999: Services and other operating expenditures RS 0000, OBJ 5801, 5816</p> <p>1b. 2000-2999: Classified Personnel Salaries, RS 0000, OBJ 2950</p> <p>1c. 1000-1999: Certificated Personnel Salaries, RS 0000, OBJ 1132</p> <p>1d. 4000-4999: Books and Supplies, RS 0000, GL 1300, OBJ 4310</p> <p>1e. 5000-5999: Services and Other Operating Expenditures, RS 0000, GL 1300, OBJ 5800, 5801</p>
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Action #2

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

Students to be Served

Location(s)

Specific Student Groups, High Achieving

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

1. See Goal 1, Action 4

1. See Goal 1, Action 4

1. See Goal 1, Action 4

2. See Goal 1 Action 4

2. See Goal 1 Action 4

2. See Goal 1 Action 4

Source

1. See Goal 1, Action 4	1. See Goal 1, Action 4	1. See Goal 1, Action 4
2. See Goal 1 Action 4	2. See Goal 1 Action 4	2. See Goal 1 Action 4

Budget Reference

1. See Goal 1, Action 4	1. See Goal 1, Action 4	1. See Goal 1, Action 4
2. See Goal 1 Action 4	2. See Goal 1 Action 4	2. See Goal 1 Action 4

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

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Identified Need:

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

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

Shed project still in progress.

Upgrading of parking lot in 2018- 2019.

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

Completion of the shed project. Ongoing maintenance.

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

Complete shed project. Ongoing maintenance.

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

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

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

2. Priority 2 - Implementation of state standards

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

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

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount

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

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

1. \$70,916
2. \$17,634
3A. \$ 11,967
3B. \$88,875
4A. \$12,565
4B. \$2,984
4C. \$8,185

Source

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

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

- 1. LCFF
- 2. LCFF
- 3A. LCFF
- 3B. LCFF
- 4A. LCFF
- 4B. LCFF, Lottery
- 4C. LCFF

**Budget
Reference**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3A. 4000-4999: Books And Supplies, RS 0000, 8150, GL 1193, OBJ 4000-4999

3B. 5000-5999: Services And Other Operating Expenditures, RS 0000, 8150, 0230, GL 1193, OBJ 5000-5999

4A. 5000-5999: Services And Other Operating Expenditures RS 0000, GL 1133, OBJ 5000-5999

4B. 4000-4999: Books And Supplies, RS 1100, 0000, GL 1133, OBJ 4000-4999

4C. 2000-2999: Classified Personnel Salaries, RS 0000, GL 1133, OBJ 2000-3999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$88,220

Percentage to Increase or Improve Services

8.31%

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$104,653

Percentage to Increase or Improve Services

9.16%

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

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

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

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LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$105,563

Percentage to Increase or Improve Services

9.47%

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

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

For the 2019-20 school year the district will spend approximately \$105,563 from supplemental/concentration funding, on providing services principally directed towards low income/at-risk students, as Fieldbrook School has no English language learners or homeless youth at this time. As stated in Goal 1, Actions 1 and 6 ,funding will be provided to the cafeteria in order to provide nutritional lunches and a local breakfast program for low income/at-risk students. In Goal 1, Action 2, supplemental/concentration funding will provide Homework Club after school, counseling services, intervention support, materials and supplies, professional development for teachers focused on strategies to integrate CCSS into the curricula, and technology support for

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