

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple Creek Elementary

CDS Code: 12629350000000

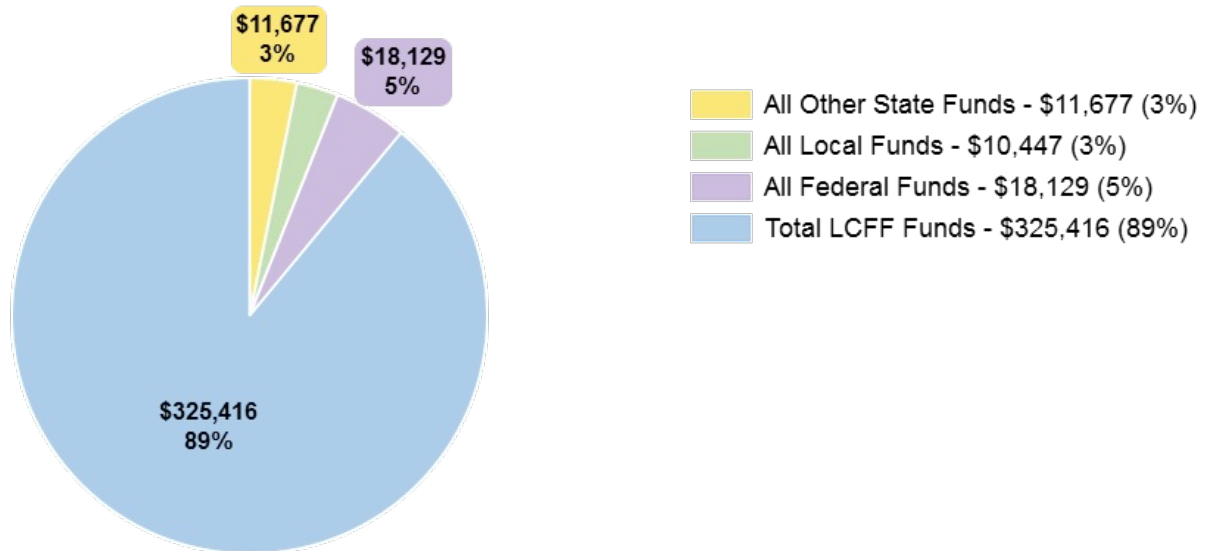
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Wendy Orlandi | worlandi@maplecreekschool.org | 7076685596

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).

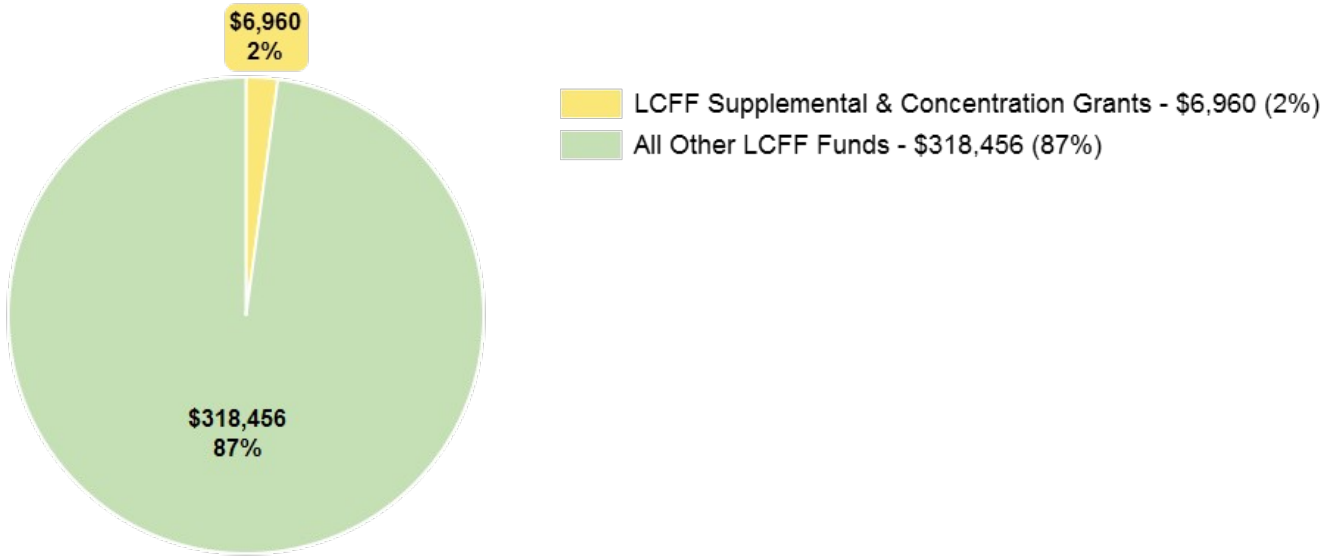
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$11,677	3%
All Local Funds	\$10,447	3%
All Federal Funds	\$18,129	5%
Total LCFF Funds	\$325,416	89%

## Breakdown of Total LCFF Funds



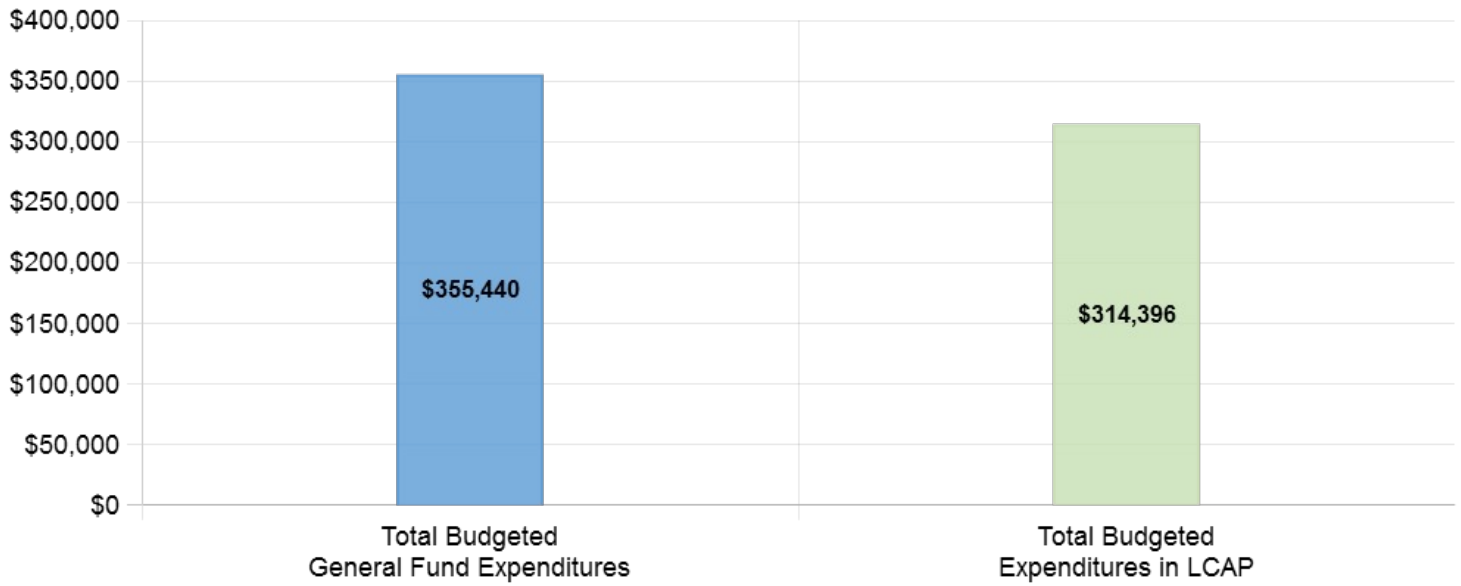
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$6,960	2%
All Other LCFF Funds	\$318,456	87%

*These charts show the total general purpose revenue Maple Creek Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Maple Creek Elementary is \$365,669, of which \$325,416 is Local Control Funding Formula (LCFF), \$11,677 is other state funds, \$10,447 is local funds, and \$18,129 is federal funds. Of the \$325,416 in LCFF Funds, \$6,960 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	\$355,440
Total Budgeted Expenditures in LCAP	\$314,396

*This chart provides a quick summary of how much Maple Creek Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Maple Creek Elementary plans to spend \$355,440 for the 2019-20 school year. Of that amount, \$314,396 is tied to actions/services in the LCAP and \$41,044 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

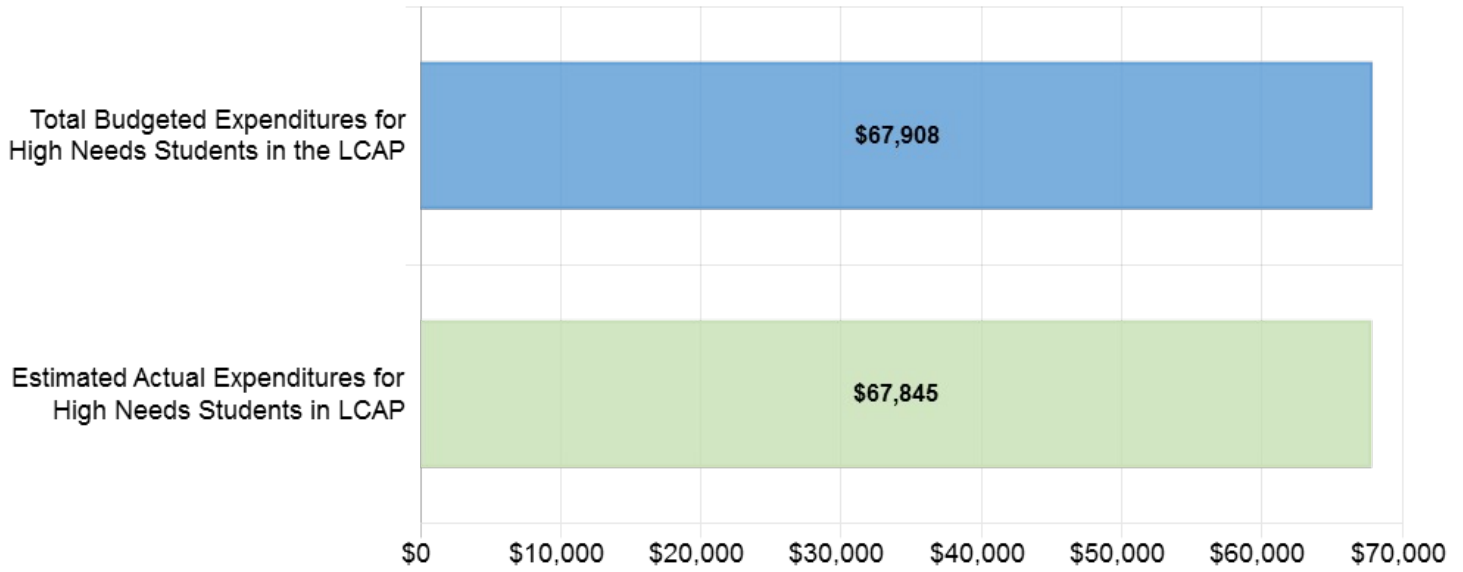
General admin services, maintenance agreements, legal fees, audit fees, utilities, INS fees, benefits, cell phone, Co-op contract, STRS liability.

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

In 2019-20, Maple Creek Elementary is projecting it will receive \$6,960 based on the enrollment of foster youth, English learner, and low-income students. Maple Creek Elementary 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 Maple Creek Elementary plans to spend \$69,672 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	\$67,908
Estimated Actual Expenditures for High Needs Students in LCAP	\$67,845

*This chart compares what Maple Creek Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Maple Creek Elementary 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, Maple Creek Elementary's LCAP budgeted \$67,908 for planned actions to increase or improve services for high needs students. Maple Creek Elementary estimates that it will actually spend \$67,845 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$63 had the following impact on Maple Creek Elementary's ability to increase or improve services for high needs students:

The actual expenditures was only \$63 less than the budgeted expenditures. There was no difference in actions and services and the overall increased or improved services for high needs students in 2019-2020.

# 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	Contact Name and Title	Email and Phone
Maple Creek Elementary	Wendy Orlandi	worlandi@maplecreekschool.org
	Superintendent	7076685596

## 2017-20 Plan Summary

### The Story

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

Maple Creek Elementary School District is a rural, small necessary school serving 6 students in grades TK through Eight. The diverse population has a wide range of needs from Special Education to GATE students. Sixty seven percent of students are low income. One hundred percent of the students are Native American, Asian, and a mix of Native American and Caucasian. The school tailors instruction to meet each student's specific needs and interests. Creativity, curiosity, cooperation, and collaboration are encouraged. The academic program is rigorous allowing students to excel within their talents and achieve success with their greatest challenges. Maple Creek does not have any English Language Learners and does not offer High School so the following metrics are not applicable to the district: API, UC/CSU A-G course completion, EL reclassification, AP scores, EAP college preparedness, High school dropout rate, and High School graduation rate. Maple Creek does not have any bargaining units.

### LCAP Highlights

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

Goal 2 has shown success with one hundred percent of parents/guardians participated in one or more ways through parent conferences, board meetings, fundraising meetings, school site council meetings, surveys, classroom volunteer, and events. The summer program attendees all participated in writing activities, communication skills, and summer reading. New Internet service is up and running providing several online resources and opportunities such as Chinese language instruction.

# 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

Low-income students have shown a twenty percent increase in math vocabulary scores. Suspension and expulsion rates are at zero percent. Students feel safe at school and parents, guardians, and community members are involved in school decisions, activities, and events.

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

Due to our low student population the LCFF Evaluation rubrics are not applicable. CAASPP results are combined with local assessments for teachers to establish recommendations and generalized reports to stakeholders. Based on local assessments and teacher observations, none of our students are performing two or more performance levels below the “all student” performance. However, there are areas in which low-income and I.E.P. students struggle. The common thread to these areas is vocabulary. These students struggle with comprehension of assessment questions/directions as they attempt to demonstrate their learning independently. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. The other greatest challenge is that our rural location makes it difficult to recruit part time staff.

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

Due to our low student population the LCFF Evaluation rubrics are not applicable. CAASPP results are combined with local assessments for teachers to establish recommendations and generalized reports to

stakeholders. Based on local assessments and teacher observations, none of our students are performing two or more performance levels below the “all student” performance.

## 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.

Maple Creek School District has never been identified for CSI.

### Support for Identified Schools

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

Maple Creek School District has never been identified for CSI.

### Monitoring and Evaluating Effectiveness

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

Maple Creek School District has never been identified for CSI.

# 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

Improve school climate to support a cooperative learning environment

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

State Priorities: 1, 5, 6

Local Priorities:

## Annual Measurable Outcomes

### Expected

0% suspension rate

0% expulsion rate

### Actual

0% suspension rate

0% expulsion rate



**Expected**

65% of conflicts will be resolved using mediation.

A minimum of one group project will be completed.

Williams F.I.T. rating: good

**Actual**

100% of conflicts were resolved using mediation

Multiple group projects were completed (STEAM challenges; math projects; research projects; presentation projects; performances/presentations)

Williams F.I.T. rating: good

**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**

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students will be provided with a reward for volunteering their time as mediators.

Second Step curriculum was utilized; whole school meetings occur daily; multiple projects were completed. Individual reflections have been used as needed. Individual behavior plans have not been necessary. A staff member attended social emotional development workshops. Rewards for mediators have not been needed as students have begun the process of positive communication prior to disputes.

a) \$72,506 Classroom teachers, Subs, Salary/Benefits  
b) \$4,481 Instructional Supplies

a) 73,374  
b) 4,011

## Action 2

### Planned Actions/Services

School facilities will be kept in good condition to provide a safe and comfortable learning environment.

Exterior building wall will undergo repair.

### Actual Actions/Services

Facilities are in good repair. Exterior wall repair has not started

### Budgeted Expenditures

a. \$22,545 Classified Salary/Benefits  
b. \$1,000 Supplies  
c. \$1,610 Services

### Estimated Actual Expenditures

a. 16,464  
b. 500  
c. 1,790

## 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 teacher to student ratio, conflict-resolution instruction, and school climate goals have created a strong sense of safety and community. Facilities have been kept in good repair. The exterior wall repair has not been completed as the district is waiting on CDE waiver approval.

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

Communication and social-emotional skills are strong due to the school wide focus on instruction and group projects. Outcomes met with exception of exterior wall repair.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Maintenance expenditures were reduced as an employee who was high on the pay scale retired at the end of the 2017-2018 year and exterior wall repair has not been completed (Action 2). Certificated teacher costs increased due to step and column and benefit increases (Action 1).

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.

Will adopt a plan to repair the exterior wall in June, 2019 (Action 2)

# Goal 2

All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.

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

**State Priorities:** 1, 2, 3, 4, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Students enrolled in the summer program will complete a minimum of 40% of the their reading logs

4-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores

100% of students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment.

### Actual

100% of returning students participated in the summer program and 100% completed reading logs.

Writing program did not increase writing scores; Social-emotional gains were reported

March 1, 2019:  
100% students in grades 1-3: 67% of goal is met  
100% students in grades 4-8: 50% of goal is met

**Expected**

31 minutes language arts stamina

31 minutes mathematics stamina

One device per student

\$1000 budget for purchasing books for classroom library

A minimum of one technology project will be completed

100% of students are required to turn in weekly reading logs.

64% will turn in completed reading logs 100% of the time

Each teacher will attend at least one professional development class

**Actual**

37 minutes language arts stamina

39 minutes mathematics stamina

Met

\$1,000 budgeted; approximately 50% expended at March, 2019

One technology project was completed (digital stories)

100% of students have been required to turn in weekly reading logs

50% have completed reading logs 100% of the time  
50% have completed reading logs 67% of the time

Each teacher has attended at least one professional development class. This has included: Mathematics, Language Arts, Social Science, Science, and additional workshops targeting Language Arts and Social/Emotional Skills for TK to Grade 1 students.

**Expected**

100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

I.E.P. requirements will be met

Needed materials and supplies will be purchased

County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.

100% participation in CAASPP

**Actual**

100% have participated in one or more of the following methods: parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

I.E.P. requirements are met

Materials and supplies have been purchased: Software and social/emotional skills cards

100% participated in the Maple Creek History Day.

CAASPP: 100% participation rate is expected in 2019. 100% participated in 2017-2018.

**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**

The District provides a minimum of one opportunity per year for staff development and professional growth.

Superintendent provides and approves staff training.

Multiple met: Kindergarten conference; TK series; Lead certification training; California Mathematics Conference North

Superintendent provided and approved staff training.

a. \$1,154 Professional Development  
b. see goal 2, action 2  
Superintendent Salary/Benefits

a. 1,347  
b. see goal 2, action 2

## Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

Superintendent presided over instruction and daily use of career readiness skills, which included all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Foreign Language was also added. Common Core curriculum and textbooks were provided for all students. 4-8th grade students were provided with Khan Academy accounts throughout the year, including the summer. Technology purchases were minimal because the district has made several purchases in the last two years. Testing coordinator will administer, provide assessment preparation, and training for CAASPP in the Spring of 2019.

a. \$34,824 Superintendent Salary/Benefits  
 b. \$6,000 Books  
 c. see goal 1, action 1 Instructional Supplies  
 d. \$400(supplies) Technology Supplies  
 e. \$45 (services) Technology Services  
 f. see goal 1, action 1 Classroom Teachers, Subs Salary/Benefits  
 g. \$10,203 Testing Coordinator  
 h. \$200 Library Contract

a. 34,803  
 b. 7,900  
 c. see goal 1, action 1  
 d. 423  
 e. 0  
 f. see goal 1, action 1  
 g. 10,229  
 h. 200

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair or History Day.

Actual Actions: Students participated in several STEM, math, Second Step, and language arts projects including History Day.

a. see goal 1, action 1  
Classroom Teachers, Subs  
Salary/Benefits  
b. see goal 1, action 1  
Instructional Supplies

a. see goal 1, action 1  
b. see goal 1, action 1

### **Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

Several field trips have occurred. Swim lessons, Arcata Playhouse, Humboldt State University, Humboldt County Libraries, Kneeland Elementary, and Ferndale Repertory Theater. These experiences connected students with professors, college students, librarians, athletic instructors, wild land firefighters, and visual and performing artists. Kneeland Elementary has provided social connections for our students and helped them develop an understanding of different perspectives.

a. see goal 1, action1  
Classroom Teachers, Subs  
Salary/Benefits  
b. \$2,160 Field Trips

a. see goal 1, action1  
b. 3,400

## Action 5

### Planned Actions/Services

Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.

### Actual Actions/Services

Actual Actions: Instruction of both language arts and mathematics was done daily.

### Budgeted Expenditures

a. see goal 1, action1

### Estimated Actual Expenditures

a. see goal 1, action1

## Action 6

### Planned Actions/Services

Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.

### Actual Actions/Services

Several means of communication welcomed parents/guardians to participate in decisions.

### Budgeted Expenditures

a. see goal 1, action1 Staff Salary/Benefits  
 b. see goal 2, action 2 Superintendent Salary/Benefits  
 c. \$3,261 Office - Secretary

### Estimated Actual Expenditures

a. see goal 1, action1  
 b. see goal 2, action 2  
 c. 0

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P.  
 Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.

100% of staff is highly qualified  
 Materials and supplies were purchased: Software and social/emotional skills cards

- a. \$8,546 Special Education, Certificated Salary/Benefits
- b. \$2,175 Classified Salary/Benefits
- c. \$556 Supplies
- d. \$1,013 Services
- e. \$65 Chargeback

- a. 11,691
- b. 0
- c. 400
- d. 3,415
- e. 65

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

High teacher to student ratio met 0.80 FTE teacher salary provided additional support in the core academic area primarily focusing on low-income students.

a. \$67,908 Supp/Conc 0.80 FTE Teacher

a. 67,845

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors or to provide instructors on field trips.

The district was unable to recruit a part time teacher until mid year. Staff worked extra hours to provide curricular enrichment until a 0.20 FTE teacher was hired. Capoeira and swim lessons were offered.

a. see goal 1, action 1  
Classroom Teachers, Subs  
Salary/Benefits  
b. \$906 Instructional Services  
(Enrichment)

a. see goal 1, action1  
b. 620

## Action 10

### Planned Actions/Services

Summer Learning Program: Writers camp for 4-8 grade; curricular enrichment for grades TK-3; Final whole school day of curricular enrichment.

### Actual Actions/Services

Summer Learning Program was offered. Writers camp and/or the summer enrichment program was utilized by 100% of enrolled students.

### Budgeted Expenditures

a. \$4,915 Certificated/Classified  
Salary/Benefits  
b. \$97 Supplies  
c. \$830 Services

### Estimated Actual Expenditures

a. 4,019  
b. 129  
c. 492 (Action 10) Some students received scholarships to Redwood Writing Camp and the school bus transportation was not available

## Action 11

### Planned Actions/Services

Classroom library books will be purchased to provide high interest reading material that will promote vocabulary development.

### Actual Actions/Services

Actual Actions: Classroom library books were purchased.

### Budgeted Expenditures

a. see goal 2, action 1 Books

### Estimated Actual Expenditures

a. see goal 2, action 1

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

## Analysis

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

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

The high teacher to student ratio allows several hands on projects to be completed at school as well as connecting those projects and learning experiences to professionals outside of the Maple Creek community. For example, a professor from Humboldt State University was brought in during our planetary studies as well as our ability to access online and hands on resources through NASA.

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

Outcomes have been met or nearly met. Writing outcomes are expected to be 100% complete by the end of the year. Students participated in several engaging projects that utilize academic and communication skills; New Internet service has allowed online Chinese language classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An increase of books was needed to purchase new curriculum (Action 2 and 11: 6,000 to 7,900)  
 Field trips costs were increased by the School Site Council recommendation and board approval to increase opportunities for students to connect with other students and for enrichment opportunities (Action 4: 2,160 to 3,400)  
 Classified Education position remains open (Action 7: 2,175 to 0)  
 Classified Education position remains open (Action 6: 3,261 to 0)  
 Special Education increase due to increase in students with I.E.P and triennial assessments (Action 7: 8,546 to 11,691  
 (Action 9) This expenditure was increased to provide enrichment when the enrichment teacher position was vacant. Reduction in expenditures occurred due to filling the enrichment teacher position and guest instructors volunteering their time.  
 (Action 10) Some students received scholarships to Redwood Writing Camp and the school bus transportation was not available

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.

Summer Program (Action 10) may include options to the writing program, thus broadening the enrichment experience and student choice. Method of evaluation for the summer program may be changed to a survey or participation rates rather than writing rubric. It is recommended to remove outcome number 7 (homework). Action 9 may include a foreign language component (and/or replace the guest instructor funds) now that Internet access is available.



# Goal 3

Staff will understand and respond to the reasons behind student absences and of the importance of attendance while involving parents in finding solutions.

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

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

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Fewer than 3 students will be chronically absent

Attendance for grades 1-8 will be 85% or higher

0% dropout rate

100% of parents/guardians will be provided information about attendance and independent study and 100% parents/guardians will be involved in school decisions one or more ways

### Actual

Fewer than 3 students are chronically absent

99% average attendance

0% dropout rate

100% of parents/guardians were provided information about attendance and independent study  
100% of parents/guardians were involved in school decisions

**Expected**

All low income students participating will receive lunch  
 All students will receive a weekly snack

**Actual**

100% who qualify/participate in free/reduced lunch program received lunch  
 100% of all students received a weekly snack

**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**

Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.

**Actual Actions/Services**

Actual actions: Staff maintained records; Created and maintained a variety of forms of communication; Held several community events.

**Budgeted Expenditures**

a. see goal 2, action 6 Office-Secretary  
 b. see goal 1, action 1 Instructional Supplies

**Estimated Actual Expenditures**

a. see goal 2, action 6  
 b. see goal 1, action 1

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

At the beginning of each year, the Superintendent will provide Independent Study information to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year. The Superintendent will oversee truancy and SARB procedures.

Actual: Independent Study information was provided; Students are targeted as needed; Rewards are available; The Superintendent has followed truancy and SARB procedures.

a. see goal 2, action 2  
 Superintendent Salary/Benefits  
 b. see goal 1, action 1  
 Instructional Supplies

a. see goal 2, action 2  
 b. see goal 1, action 1

### Action 3

#### Planned Actions/Services

The District will provide home to school transportation.

#### Actual Actions/Services

Home to school transportation was provided.

#### Budgeted Expenditures

a. \$10,203 Certificated Salary/Benefits  
 b. \$29,157 Classified Salary/Benefits  
 c. \$2,450 Supplies  
 d. \$8,247 Services

#### Estimated Actual Expenditures

a. 10,243  
 b. 17,240  
 c. 4,150  
 d. 7,665

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction.

Free/reduced lunch and snack was provided to all students who qualified; A weekly snack and nutrition instruction was provided for all students.

a. \$800 Food  
b. see goal 1, action 1  
Classroom Teachers, Subs  
Salary/Benefits

a. 1,200  
b. see goal 1, action 1

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

## Analysis

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

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

Home to school transportation was provided; Nutrition education and healthy food provided; Information related about the importance of attendance was shared with all stakeholders primarily the students, parents and guardians. All of these outcomes are to improve attendance and the health of our students.

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

100% of outcomes were met under Goal number 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home to school transportation was interrupted between the resignation of a bus driver and the recruitment of a new driver. The temporary absence of a bus driver and hiring a new driver reduced transportation expenses (Action 3: 29,157 to 17,240)  
 An increase in enrollment accounted for the increase to Food (Action 4: 800 to 1,200)  
 Classified position remains vacant (Action 1: 3,261 to 0)

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.

Removing Secretary position (Action 1) may be considered due to the vacancy being over one year.  
 Rewards for attendance will be removed (Action 2).  
 Staff recommends changing the weekly snack to a monthly snack and adding a reward for participation in the walk/run program.(Action 4).



# 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?

08/22/18 Staff meeting: Reviewed goals, data, and created chart/checklist for collecting data for the year

10/31/18 Public event: Public invited to attend the Fall Performance and Carnival as well as discuss what the school has to offer for students and the broader community.

11/15/18 Community Fall Gathering

12/21/18 Winter performance and gathering. Public invited to be a part of the LCAP review and shaping changes for the upcoming years.

11/28/18 School Site Council Meeting: goals, metrics, performance data, and progress reviewed and discussed. The council agreed with the School Board decision on September 14, 2018 to increase field trip funding and recommended an increase to field trip funding be placed in the LCAP in lieu of the vacant enrichment teacher position.

12/14/18 School Board Meeting: \*discussed alignment of mission statement with lcaph; professional development options/direction

01/18/19 Community Gathering: public invited to discuss the direction of the school and challenges facing the school.

01/18/19 School Board Meeting: discussed direction of school; professional development; foreign language; enrichment opportunities

02/14/19 Community Event: Community Tea; LCAP input welcomed

03/08/19 School Board Meeting: annual review; professional development

03/28/19 Certificated Staff Meeting: Reviewed and edited annual update (nutrition/fitness; homework; attendance)

04/03/19 Staff, Student, and Parent/Guardian surveys

04/10/19 School Site Council

04/11/19 School Board Meeting: annual review; recommendations for the future

05/01/19: Community Event

05/10/19 School Board Meeting: Preliminary View of the LCAP

05/29/19 School Site Council Meeting: Reviewed and approved LCAP

06/10/19 School Board Meeting: Public Hearing for LCAP and Budget

06/13/19 School Board Meeting: Adoption of LCAP and Budget

\*Maple Creek Elementary School District does not have a bargaining unit. Stakeholders were invited to be involved, and were involved, in a variety of platforms including surveys, parent conferences, SSC, board meetings, MCFC, events, face to face conversations, newsletters, website and Facebook posts. Informal community meetings and phone conversations occur frequently. Community members attend school events and volunteer to be judges for the Maple Creek History Day.

## Impact on LCAP and Annual Update

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

11/28/18 School Site Council Meeting: An increase to field trip funding was approved on September 14, 2018 (Goal 2, Action 4); It will be revisited if the enrichment teacher position is filled (Goal 2, Action 9).

01/18/19 School Board Meeting: Foreign language classes are addressed (Goal 2, Action 9).

03/28/19 Certificated Staff Meeting: Recommended changing Goal 3, Action 4 replacing nutrition goal with a fitness goal; removing outcome number 7 of Goal 2.

04/10/19 School Site Council and 04/11/19 School Board meeting agreed to:

Goal 2: Action 10, Broaden Summer Program to a camp that encompasses a broader range of student interest (students presented their summer program letters at the board meeting that influenced the board's decision). Outcome 7 will be removed. Action 9, \$500 for guest instructors will include online instructors and instructors in town on field trips.

Goal 3: Action 2, rewards for attendance will be removed. Action 4, the weekly snack will be changed to a monthly snack and a reward incentive will be provided for participation in the walk/run program

05/29/19 School Site Council Meeting: Reviewed and approved LCAP; made typographical corrections

06/10/19 School Board Meeting: Public Hearing for LCAP and Budget was held

06/13/19 School Board Meeting: LCAP and Budget were adopted



# 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

Improve school climate to support a cooperative learning environment

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

**State Priorities:** 1, 5, 6

**Local Priorities:**

**Identified Need:**

Maintenance reports and safety inspections identify a need for exterior wall repair. Zero percent suspension rates, zero percent expulsion rates, and mediation records support the continued use of conflict resolution curriculum and instruction.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Metric: Suspension rates</p> <p>Outcome: Maintain 0% suspension rate</p>	0% suspension rate	11% suspension rate	0% suspension rate	0% suspension rate
<p>Metric: Expulsion rates</p> <p>Outcome: Maintain 0% expulsion rate</p>	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
<p>Metric: Conflict; Mediation records</p> <p>Outcome: Mediation and/or a problem solving reflection process will handle 65% of minor conflicts</p>	61% (average 15/16 and 16/17 2nd trimester)	65%	65%	Mediation and/or a problem solving reflection process will handle at least 65% of minor conflicts

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Metric: Report cards</p> <p>Outcome: A minimum of one group project will be completed by all students</p>	one	one	one	A minimum of one group project will be completed by all students
<p>Metric: School Facilities Report (Williams FIT)</p> <p>Outcome: School facilities will be in good or better condition as measured by FIT</p>	good	good	good	School facilities will be in good or better condition as measured by FIT

## 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**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students will be

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students will be

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, and community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students may be

provided with a reward for volunteering their time as mediators.

provided with a reward for volunteering their time as mediators.

provided with a reward for volunteering their time as mediators.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a) \$76,562 b) \$4,753	a) \$72,506 b) \$4,481	a. 80,480 b. 4,011
<b>Source</b>	a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690) b) LCFF, Donations, Fundraising, Lottery ( 0000, 0015, 0016, 0221, 0228, 1100)	a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690) b) LCFF, Fundraising ( 0000, 0016)	a. LCFF, EPA, REAP b. LCFF, Fundraising
<b>Budget Reference</b>	a)Classroom Teachers , Subs Salary/Benefits b) Instructional Supplies	a)Classroom Teachers , Subs Salary/Benefits b) Instructional Supplies	a. Classroom teachers, Subs, Salary /Benefits b. Instructional Supplies

## Action #2

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**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

School facilities will be kept in good condition to provide a safe and comfortable learning environment.

School facilities will be kept in good condition to provide a safe and comfortable learning environment.

School facilities will be kept in good condition to provide a safe and comfortable learning environment.

New swing seats will be purchased to replace worn seats.

Exterior building wall will undergo repair.

Exterior building wall will undergo repair.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

a. \$22,428 b. \$2,760 c. \$3,725	a. \$22,545 b. \$1,000 c. \$1,610	a. 17,305 b. 500 c. 1,615
---	---	---------------------------------

**Source**

LCFF & Deferred Maintenance 1193-8100	LCFF & Deferred Maintenance 1193-8100	a, b, and c. LCFF and Def Maint
---------------------------------------	---------------------------------------	---------------------------------

**Budget Reference**

a. Classified Salary/Benefits b. Supplies c. Services	a. Classified Salary/Benefits b. Supplies c. Services	a. Classified Salary/Benefits (Maintenance and Operations) b. Supplies (Maintenance and Operations) c. Services (Maintenance and Operations)
---	---	--

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

Modified

## Goal 2

All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.

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

**State Priorities:** 1, 2, 3, 4, 7, 8

**Local Priorities:**

### Identified Need:

Teacher observation and local assessment show a greater need for vocabulary development, one to one assistance, and small group instruction. Low-income students have the greatest need for these services. Common core writing rubrics, homework participation, and reading log records show a need for academic support and a summer program. Students living rurally have a greater need for field trips and access to technology.

### Expected Annual Measureable Outcomes

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



Metric:  
Reading logs;  
records of Summer  
Learning Program  
participation

Outcome:  
Students that  
participate in the  
Summer Learning  
Program will have a  
higher rate of turning  
in summer reading  
logs than students  
that do not  
participate in the  
Summer Learning  
Program.

40% with summer  
program  
0% without summer  
program

4-8 students that  
participated in the writing  
program had an 16%  
increase in common core  
writing rubric scores

40% with summer  
program

4-8 students that  
participated in the writing  
program will have a 10%  
increase in common core  
writing rubric scores

40% with summer  
program

4-8 students that  
participated in the writing  
program will have a 10%  
increase in common core  
writing rubric scores

40% with summer program

**Metrics/Indicators**

Metric:  
Writing portfolios;  
writing published in  
the school newsletter

Outcome:  
All students in  
grades 1-8 will write,  
present, and publish  
a minimum of three  
essays, one from  
each writing style,  
before the end of the  
year. Grades 4-8 will  
have additional  
requirements to  
conduct a minimum  
of one interview and  
a poetry assignment.

**Baseline**

100% of students in  
grades 1-8 completed  
three writing styles; 100%  
of students in grades 4-8  
completed an interview  
and poetry assignment.

**2017-18**

100% of students in  
grades 1-8 completed  
three writing styles; 100%  
of students in grades 4-8  
completed an interview  
and poetry assignment.  
N/A

**2018-19**

100% of students in  
grades 1-8 completed  
three writing styles; 100%  
of students in grades 4-8  
completed an interview  
and poetry assignment.  
Increase the total  
percentage of students  
scoring at the  
achievement level of  
Standard Met and  
Standard Exceeded by  
2%

**2019-20**

100% of students in grades  
1-8 completed three writing  
styles; 100% of students in  
grades 4-8 completed an  
interview and poetry  
assignment.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Metric:  
Daily 5 language art assessments

37 minutes

31 minutes

31 minutes

All students by the third trimester will achieve an average language arts stamina of 31 minutes.

Outcome:  
All students by the third trimester will achieve an average language arts stamina of 31 minutes.

Metrics:  
Daily 3 mathematics assessments

35 minutes

31 minutes

31 minutes

All students by the third trimester will achieve an average math stamina of 31 minutes.

Outcome:  
All students by the third trimester will achieve an average math stamina of 31 minutes.

Metric:  
Quarterly Williams reports, annual

One device per student  
\$1000 budget for

One device per student  
\$1000 budget for

One device per student  
\$1000 budget for

One device per student  
\$1000 budget for

**Metrics/Indicators**

review of instructional materials including recommendations and adoption of materials. Ratio of devices to student. Budget for the purchase of classroom library books.

**Outcome:**

All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will have access to classroom library books.

**Baseline**

purchasing books for classroom library

**2017-18**

purchasing books for classroom library

**2018-19**

purchasing books for classroom library

**2019-20**

purchasing books for classroom library

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Metric:  
Assignment records,  
presentation, and/or  
portfolio.

Outcome:  
4th-8th grade  
students will  
complete a minimum  
of 1 technology  
based project.

one project completed

one project completed

one project completed

4th-8th grade students will  
complete a minimum of 1  
technology based project.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Metric:  
 Personnel records;  
 professional  
 development  
 records; SARC  
 report

Outcome:  
 Teaching staff will  
 attend trainings to  
 enable them to use  
 curriculum and  
 technology needed to  
 prepare students for  
 the future. Each  
 teacher will attend at  
 least one  
 professional  
 development class  
 each year. 100% of  
 teachers will be  
 highly qualified and  
 properly  
 credentialed; all new  
 hires must meet  
 these requirements

Each teacher attended at  
 least one professional  
 development class

Each teacher attended at  
 least one professional  
 development class

Each teacher will attend at  
 least one professional  
 development class

Each teacher will attend at  
 least one professional  
 development class. 100%  
 of teachers will be highly  
 qualified and properly  
 credentialed; all new hires  
 must meet these  
 requirements

**Metrics/Indicators**

Metric:  
 Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance

Outcome:  
 100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement;

**Baseline**

100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2017-18**

100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2018-19**

100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2019-20**

100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

classroom volunteer;  
attend an event;  
attend or be a  
member of the  
School Site Council  
or School Board.

Metric:  
I.E.P.s; progress  
reports; service  
record logs; special  
education purchase  
records

Outcome:  
All I.E.P students will  
receive services  
outlined in their plan.  
Materials and  
supplies will be  
purchased to further  
support their  
learning.

I.E.P. requirements met  
  
Needed materials and  
supplies were purchased

I.E.P. requirements met  
  
Needed materials and  
supplies were purchased

I.E.P. requirements will be  
met  
  
Needed materials and  
supplies will be purchased

I.E.P. requirements will be  
met  
  
Needed materials and  
supplies will be purchased



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Metric:  
Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.

Outcome:  
All students will be required participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics

County-wide rubrics were used at Maple Creek History Day for all students 3-8 grade. All students were required to participate.

County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.

County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.

County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: CAASPP participation rate  Outcome: All students in 3rd through 8th grade will be required to participate in CAASPP Assessments	100% participation	100% participation	100% participation	100% participation

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

The District provides a minimum of one opportunity per year for staff development and professional growth.

Superintendent provides and approves staff training.

The District provides a minimum of one opportunity per year for staff development and professional growth.

Superintendent provides and approves staff training.

The District provides a minimum of one opportunity per year for professional development and growth.  
The Superintendent provides and approves the staff training.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

a. \$2,635  
b. see goal 2, action 2

a. \$1,154  
b. see goal 2, action 2

a. 1,656  
b. see goal 2, action 2

Year	2017-18	2018-19	2019-20
<b>Source</b>	a. LCFF, Title II, Educator Effectiveness, 5210 b. see goal 2, action 2	a. LCFF, Title II, Obj 5210 b. see goal 2, action 2	a. LCFF, Title II b. see goal 2, action 2
<b>Budget Reference</b>	a. Professional Development b. Superintendent Salary/Benefits (see goal 2, action 2)	a. Professional Development b. Superintendent Salary/Benefits (see goal 2, action 2)	a. Professional Development b. Superintendent Salary/Benefits (see goal 2, action 2)

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

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

Modified

**2018-19 Actions/Services**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

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

Modified

**2019-20 Actions/Services**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. Fourth through Eighth grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made as needed to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

**Amount**

- a. \$32,864
- b. \$10,205
- c. see goal 1, action 1
- d. \$4,716(supplies)
- e. \$45 (services)
- f. see goal 1, action 1
- g. \$9,522
- h. \$200

- a. \$34,824
- b. \$6,000
- c. see goal 1, action 1
- d. \$400(supplies)
- e. \$45 (services)
- f. see goal 1, action 1
- g. \$10,203
- h. \$200

- a. 35,724
- b. 7,900
- c. see goal 1, action 1
- d. 423
- e. see goal 1, action 1
- f. 10,491
- g. 200

**Source**

- a. LCFF, 0000
- b. LCFF, Restricted Lottery:
- c. see goal 1, action 1
- d. LCFF 0000, 0228
- e. see goal 1, action 1
- f. LCFF 0000
- g. LCFF 0000, 0228
- h. LCFF

- a. LCFF 0000
- b. LCFF, 4110, 4210
- c. see goal 1, action 1
- d. LCFF 0000
- e. LCFF 0000
- f. see goal 1, action 1
- g. LCFF 0000
- h. LCFF 0000

- a. LCFF
- b. LCFF
- c. see goal 1, action 1
- d. LCFF
- e. see goal 1, action 1
- f. LCFF
- g. LCFF

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Superintendent Salary/Benefits</li> <li>b. Books</li> <li>c. Instructional Supplies (see goal 1, action 1)</li> <li>d. Technology/Supplies 1133-1000</li> <li>e. Technology Services 1133, 1000</li> <li>f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)</li> <li>g. Testing Coordinator Salary/Benefits 1192-7100</li> <li>h. Library Contract Obj 5812</li> </ul>	<ul style="list-style-type: none"> <li>a. Superintendent Salary/Benefits</li> <li>b. Books</li> <li>c. Instructional Supplies (see goal 1, action 1)</li> <li>d. Technology; Supplies 1133-1000</li> <li>e. Technology Services 1133, 1000</li> <li>f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)</li> <li>g. Testing Coordinator Salary/Benefits 1192-7100</li> <li>h. Library Contract Obj 5812</li> </ul>	<ul style="list-style-type: none"> <li>a. Superintendent Salary/Benefits</li> <li>b. Books (see goal 2, action 2)</li> <li>c. Instructional Supplies (see goal 1, action 1)</li> <li>d. Technology supplies</li> <li>e. Classroom Teachers, Subs, Salary/Benefits (see goal 1, action 1)</li> <li>f. Testing Coordinator Salary/Benefits</li> <li>g. Library Contract</li> </ul>

### Action #3

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

**Students to be Served**

All Students

**Location(s)**

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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair or History Day.

Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair or History Day.

Students will be required to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science Fair or History Day.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**



<b>Amount</b>	a. (see goal 1, action1) b. (see goal 1, action1)	a. (see goal 1, action1) b. (see goal 1, action1)	a. see goal 1, action 1 b. see goal 1, action 1
<b>Source</b>	a. (see goal 1, action1) b. (see goal 1, action1)	a. (see goal 1, action1) b. (see goal 1, action1)	a. see goal 1, action 1 b. see goal 1, action 1
<b>Budget Reference</b>	a. Classroom Teachers , Subs Salary/Benefits(see goal 1, action1) b. Instructional Supplies (see goal 1, action 1)	a. Classroom Teachers , Subs Salary/Benefits(see goal 1, action1) b. Instructional Supplies (see goal 1, action 1)	a. see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits b. see goal 1, action 1, Instructional Supplies

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

### 2017-18 Actions/Services

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

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

Modified

### 2018-19 Actions/Services

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

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

Modified

### 2019-20 Actions/Services

Field trips will connect students with higher education and working professionals as well as provide learning experiences that not available/accessible to low-income student and students that live rurally with transportation hardships.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a. (see goal 1, action1) b. \$2,863	a. (see goal 1, action1) b. \$2,160	a. see goal 1, action 1 b. 1,400
<b>Source</b>	a. (see goal 1, action1) b. LCFF	a. (see goal 1, action1) b. LCFF, donations	a. see goal 1, action 1 b. LCFF

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1) b. Field Trips Obj 5801, 5715	a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1) b. Field Trips Obj 5801, 5715	a. see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits b. Field Trips

## Action #5

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
Unchanged	Unchanged	Modified

**2017-18 Actions/Services**

Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.

**2018-19 Actions/Services**

Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.

**2019-20 Actions/Services**

Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	(see goal 1, action1)	(see goal 1, action1)	a. see goal 1, action 1
<b>Source</b>	(see goal 1, action1)	(see goal 1, action1)	a. see goal 1, action 1
<b>Budget Reference</b>	Classroom Teachers , Subs Salary/Benefits (see goal 1, action1)	Classroom Teachers , Subs Salary/Benefits (see goal 1, action1)	a. see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits

**Action #6**

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

**Students to be Served**

All Students

**Location(s)**

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.

Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.

Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parents conferences, by phone, by personal contact, by email, and/or in letters.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	<ul style="list-style-type: none"> <li>a. (see goal 1, action1)</li> <li>b. (see goal 2, action 2)</li> <li>c. \$3,281</li> </ul>	<ul style="list-style-type: none"> <li>a. (see goal 1, action1)</li> <li>b. (see goal 2, action 2)</li> <li>c. \$3,261</li> </ul>	<ul style="list-style-type: none"> <li>a. see goal 1, action 1</li> <li>b. see goal 2, action 2</li> <li>c. 3,260</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. (see goal 1, action1)</li> <li>b. (see goal 2, action 2)</li> <li>c. LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. (see goal 1, action1)</li> <li>b. (see goal 2, action 2)</li> <li>c. LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. see goal 1, action 1</li> <li>b. see goal 2, action 2</li> <li>c. LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Staff Salary/Benefits (see goal 1, action1)</li> <li>b. Superintendent Salary/Benefits (see goal 2, action 2)</li> <li>c. Office- Secretary 1110-2700</li> </ul>	<ul style="list-style-type: none"> <li>a. Staff Salary/Benefits (see goal 1, action1)</li> <li>b. Superintendent Salary/Benefits (see goal 2, action 2)</li> <li>c. Office- Secretary 1110-2700</li> </ul>	<ul style="list-style-type: none"> <li>a. see goal 1, action 1, Staff Salary/Benefits</li> <li>b. see goal 2, action 2, Superintendent Salary/Benefits</li> <li>c. Office/Secretary</li> </ul>

## Action #7

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

**Students to be Served**

Students with Disabilities

**Location(s)**

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.

Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.

Highly qualified staff will be provided for student with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, genral educaiton teacher, and an aide for any student that is need of such services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$3,717</li> <li>b. \$2,187</li> <li>c. \$513</li> <li>d. \$995</li> <li>e. \$127</li> </ul>	<ul style="list-style-type: none"> <li>a. \$8,546</li> <li>b. \$2,175</li> <li>c. \$556</li> <li>d. \$1,013</li> <li>e. \$65</li> </ul>	<ul style="list-style-type: none"> <li>a. 24,688</li> <li>b. 2,174</li> <li>c. 400</li> <li>d. 3,415</li> <li>e. 46</li> </ul>
<b>Source</b>	a.-e. Special Education goal 5xxx	a.-e. Special Education goal 5xxx	a through e. Special Education
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Special Education, Certificated Salary/Benefits</li> <li>b. Classified Salary/Benefits</li> <li>c. Supplies</li> <li>d. Services</li> <li>e. Chargeback</li> </ul>	<ul style="list-style-type: none"> <li>a. Special Education, Certificated Salary/Benefits</li> <li>b. Classified Salary/Benefits</li> <li>c. Supplies</li> <li>d. Services</li> <li>e. Chargeback</li> </ul>	<ul style="list-style-type: none"> <li>a. Special Education, Certificated Salary/Benefits</li> <li>b. Classified Salary/Benefits</li> <li>c. Supplies</li> <li>d. Services</li> <li>e. Chargeback</li> </ul>

## Action #8

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

Schoolwide

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

A high teacher to student ratio provides more one to one and small group instruction that is principally directed to low-income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one to one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$63,972	\$67,908	a. 69,672
<b>Source</b>	Supp/Conc	Supp/Conc	b. Supp/Conc
<b>Budget Reference</b>	Supp/Conc 0.80 FTE Teacher 1500-1000 Certificated Salary/Benefits	Supp/Conc 0.80 FTE Teacher 1500-1000 Certificated Salary/Benefits	c. Supp/Conc 0.80 FTE Teacher, Certificated Salary/ Benefits

## Action #9

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

**2017-18 Actions/Services**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors or to provide instructors on field trips.

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

Modified

**2018-19 Actions/Services**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors or to provide instructors on field trips.

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

Modified

**2019-20 Actions/Services**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors, including online foreign language instructors and swimming instructors.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. see goal 1, action 1 b. \$816	a. see goal 1, action 1 b. \$906	a. see goal 1, action 1 b. 692
<b>Source</b>	a. see goal 1, action1 b. LCFF 1110-1000	a. see goal 1, action1 b. LCFF 1110-1000	a. see goal 1, action 1 b. LCFF

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	a. Classroom Teachers ,Subs Salary/Benefits (see goal 1, action 1 b. Instructional Services (enrichment) Obj 5800, 5884	a. Classroom Teachers ,Subs Salary/Benefits (see goal 1, action 1 b. Instructional Services (enrichment) Obj 5800, 5884	a. see goal 1, action 1, Classroom Teachers, Subs, Salary/Benefits b. Instructional Services

## Action #10

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**

Summer Learning Program: Writers camp for 4-8 grade; curricular enrichment for grades TK-3; Final whole school day of curricular enrichment.

**2018-19 Actions/Services**

Summer Learning Program: Writers camp for 4-8 grade; curricular enrichment for grades TK-3; Final whole school day of curricular enrichment.

**2019-20 Actions/Services**

A Summer Learning Program will be offered to all students with an incentive for participation and returning summer reading logs.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$4,790 b. \$1,170	a. \$4,915 b. \$97 c. \$830	a. 4,084 b. 129 c. 492
<b>Source</b>	Summer School	Summer School	a to c. LCFF
<b>Budget Reference</b>	a. LCFF RS 0000, 0210 MGMT 1160 Certificated /Classified Salary/Benefits b. Services	a. LCFF RS 0000, 0210 MGMT 1160 Certificated /Classified Salary/Benefits b. Supplies c. Services	a. Staff Salary/Benefits (Summer School) b. Supplies (Summer School) c. Services (Summer School)

**Action #11**

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

Unchanged

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Classroom library books will be purchased to provide high interest reading material that will promote vocabulary development.

Classroom library books will be purchased to provide high interest reading material that will promote vocabulary development.

Classroom library books will be purchased to provide high interest reading material that will provide vocabulary development.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	see goal 2, action 1	see goal 2, action 1	a. see goal 2, action 1
<b>Source</b>	see goal 2, action 1	see goal 2, action 1	a. see goal 2, action 1
<b>Budget Reference</b>	Books (see goal 2, action 1)	Books (see goal 2, action 1)	a. see goal 2, action 1, Books

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

Modified

## Goal 3

Staff will understand and respond to the reasons behind student absences and the importance of attendance while involving parents in finding solutions.

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

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

**Local Priorities:**

### Identified Need:

Transportation continues to be a need for all students, primarily for low-income student as recorded by transportation usage and surveys. Health and nutrition was also identified as a need from previous year student surveys and attendance records.

### Expected Annual Measureable Outcomes

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



<p>Metric: Attendance records; chronically absent records</p> <p>Outcome: Less than 3 students will be chronically absent.</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>less than 3 students chronically absent. Two students were chronically absent 15/16 school year</p> <p>87% attendance rate for 1- 8 grade</p>	<p>less than 3 students chronically absent</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>less than 3 students chronically absent</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>Less than 3 students will be chronically absent.</p> <p>Average Daily Attendance for grades 1-8 will be 85% or higher</p>
<p>Metric: Middle school dropout rates</p> <p>Outcome: District will maintain 0% dropout rate for middle school</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>
<p>Metric: Percent of annual survey participation;</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% of parents/guardians were provided information about the importance of</p>

percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board

Outcome:  
100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions.  
Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom

involved one more more ways

involved one more more ways

involved one more more ways

attendance and Independent Study. 100% of parents/guardians were involved one more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.

volunteer, attend an event, attend or be a member of the School Site Council, or School Board.

Metric:  
School lunch and snack participation records. Walk/run participation records.

Outcome:  
Low income students will be provided with free/reduced price lunch. All students will be provided with a monthly snack and nutrition instruction. An incentive will be provided for participation the the walk/run program.

All low income students participating received lunch

All low income students participating received lunch  
All students will receive a weekly snack

All low income students participating received lunch  
All students will receive a weekly snack

All low income students participating in the free/reduced lunch program received a free or reduced priced lunch  
All students will receive a monthly snack and nutrition instruction.  
All students participating in the walk/run program will be provided an incentive reward.

# 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**

Unchanged

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.

Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.

Staff (clerical support) will maintain records of parent involvement, create newsletters and flyers, maintain the website, and hold community events.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a. see goal 2, action 6 b. see goal 1, action 1	a. see goal 2, action 6 b. see goal 1, action 1	a. see goal 2, action 6 b. see goal 1, action 1
<b>Source</b>	a. see goal 2, action 6 b. see goal 1, action 1	a. see goal 2, action 6 b. see goal 1, action 1	a. see goal 2, action 6 b. see goal 1, action 1
<b>Budget Reference</b>	a. Office-Secretary (see goal 2, action 6 b. Instructional Supplies (see goal 1, action 1)	a. Office-Secretary (see goal 2, action 6 b. Instructional Supplies (see goal 1, action 1)	a. see goal 2, action 6, Office-Secretary b. see goal 1, action 1, Instructional Supplies

## Action #2

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

### Students to be Served

All Students

### Location(s)

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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

At the beginning of each year, the Superintendent will provide Independent Study information to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year. The Superintendent will oversee truancy and SARB procedures.

At the beginning of each year, the Superintendent will provide Independent Study information to all families. Also, students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year. The Superintendent will oversee truancy and SARB procedures.

At the beginning of each year, the Superintendent will provide Independent Study information to all families. Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parents/guardians. The Superintendent will oversee truancy and SARB procedures.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a. see goal 2, action2 b. see goal 1, action 1	a. see goal 2, action2 b. see goal 1, action 1	a. see goal 2, action 2 b. see goal 1, action 1
<b>Source</b>	a. see goal 2, action2 b. see goal 1, action 1	a. see goal 2, action2 b. see goal 1, action 1	a. see goal 2, action 2 b. see goal 1, action 1
<b>Budget Reference</b>	a. Superintendent Salary/Benefits (see goal 2, action 2) b. Instructional Supplies (see goal 1, action 1)	a. Superintendent Salary/Benefits (see goal 2, action 2) b. Instructional Supplies (see goal 1, action 1)	a. see goal 2, action 2, Superintendent Salary/Benefits b. see goal 1, action 1, Instructional Supplies

### 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

Unchanged

2017-18 Actions/Services

The District will provide home to school transportation.

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

Modified

2018-19 Actions/Services

The District will provide home to school transportation.

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

Modified

2019-20 Actions/Services

The District will provide home to school transportation

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

a. \$9,191  
b. \$28,403  
c. \$4,065  
d. \$8,452

a. \$10,203  
b. \$29,157  
c. \$2,450  
d. \$8,247

a. 10,491  
b. 20,133  
c. 4,150  
d. 7,665

Source

Transportation, LCFF

Transportation, LCFF

a to d. Transportation



**Budget Reference**

a. 1194-3600 Cert Salary/Benefits  
 b. Class Salary/Benefits  
 c. Supplies  
 d. Services

a. 1194-3600 Cert Salary/Benefits  
 b. Class Salary/Benefits  
 c. Supplies  
 d. Services

a. Certificated Staff Salary/Benefits  
 b. Classified Salary/Benefits  
 c. Supplies  
 d. Services

**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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Low income students will be provided with free/reduced price lunch. All students will be provided with a weekly snack and nutrition instruction.

**2018-19 Actions/Services**

Low income students will be provided with free/reduced price lunch. All students will be provided with a weekly snack and nutrition instruction.

**2019-20 Actions/Services**

Low-income students will be provided with free/reduced price lunch. All students will be provided with a monthly snack and nutrition instruction. All students participating the the walk/run program will receive an incentive reward.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$1,600 b. see goal 1, action 1	a. \$800 b. see goal 1, action 1	a. 1,200 b. see goal 1, action 1
<b>Source</b>	a. LCFF Obj. 4710 b. see goal 1, action 1	a. LCFF Obj. 4710 b. see goal 1, action 1	a.LCFF b. see goal 1, action 1
<b>Budget Reference</b>	a. Food b. Classroom Teachers, Subs Salary/Benefits (see goal 1, action 1)	a. Food b. Classroom Teachers, Subs Salary/Benefits (see goal 1, action 1)	a. Food b. see goal 1, action 1, Classroom teachers, Subs, Salary/Benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$23,606

Percentage to Increase or Improve Services

5.66 %

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.

Under Goal 2, Action 8 unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 83% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college.

Estimated Expenditures: \$63,972

## LCAP Year: 2018-19

## Estimated Supplemental and Concentration Grant Funds

\$19,037

## Percentage to Increase or Improve Services

11.90%

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.

Under Goal 2, Action 8 unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 83% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college.  
Estimated Expenditures: \$67,908

**LCAP Year: 2019-20**

## Estimated Supplemental and Concentration Grant Funds

\$6,960

## Percentage to Increase or Improve Services

4.20%

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).

Under Goal 2, Action 8 unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 67% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college. Estimated expenditures: \$69,672