Local Control Accountability Plan and Annual Update (LCAP Template)

LEA Name: Soulsbyville Elementary

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2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

Soulsbyville Elementary School serves 500 students TK-8th grade in rural Tuolumne County. The school serves approximately 340 families of neighborhoods from the surrounding area. The public school was established in 1869, and the present school site began in 1962 with the new Falcon Gym and additional classrooms added in 2007. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school.

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

The LCAP addresses two new goals - one Academic Progress and one for Volunteering. The academic progress goal focuses on math and language arts instruction and CAASPP scores. The Volunteering goal focuses on increasing opportunities for volunteers to help on campus in the areas of academics, classroom support, supervision, and facility projects.

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

GREATEST PROGRESS

An area of greatest progress is the Students with Disabilities increased significantly on math assessment by +46.7 points. The LEA is most proud of the work to meet the academic needs of Students with Disabilities, especially in Math, through targeted instruction and intervention. The school will continue to assess, progress monitor, and provide multiple opportunities for Students with Disabilities to benefit from individual, small group, peer classroom, and after school support.

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

GREATEST NEEDS

As indicated by the School Dashboard, the greatest need is the decline of "all students" math scores by -5.8 points and "white" math scores by -11.9 points. subgroup Socioeconomically Disadvantaged declined -2.4. The subgroup Socioeconomically Disadvantaged decline -2.1 in Language Arts and the White subgroup declined -1.9. The LEA will use benchmark assessments in Math and Language Arts at all grade levels to provide data for improved instruction, require grades 3-8 to participate in the CAASPP practice tests, and level math instruction groups in grades 4-8 and leveled Reading groups in 2-3.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The math scores for "all students" is 41 6 points below level 3 and the math scores of "white" is 44.3 points below level 3. The steps to improve our math instruction and CAASPP scores are: use of ongoing benchmark assessments, in school and after school tutoring, use of CAASPP interim and practice assessments, grade level proficiency for keyboarding and computer literacy, use of ancillary and supplemental math curriculum, and staff development.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Socioeconomically Disadvantaged students will continue to receive Response to Intervention services, leveled math and reading instruction, Physical Education specialist instruction, music and or band classes, opportunities and experience with a Resident Artist, and after school enrichment / academic support.
**BUDGET SUMMARY**

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$4,699,280.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$437,346.00</td>
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</tbody>
</table>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Teacher’s salaries, plant operations and facilities, transportation, textbooks, non capital equipment, other outgo to Special Education, and Community School STRS on behalf is recognized as income and expense in the budget.

$3,881,621.00

Total Projected LCFF Revenues for LCAP Year
Annual Update

LCAP Year Reviewed: 2016-17

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

Goal

Continual improvement in school wide academic achievement as measured by the CAASPP standards testing.

1

State and/or Local Priorities Addressed by this goal

STATE

COE

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School Wide CAASPP scores at or above Standard Met in ELA will increase 2% over 2015 which was 43% and scores in Math will increase 2% over 2015 which was 35%.

During school and after school learning opportunities will maintain or increase as requested by qualitative data from School Site Council and quantitative data from surveys.

State Metrics: Statewide Assessments, Base of teachers appropriately assigned and fully credentialed, Pupil access to standards aligned instructional materials, Facilities maintained in good repair, Implementation of state board of education adopted academic content and performance standards for all students including EL students, Pupil access and enrollment in required courses of study 1 EL Reclassification rate.

Custom Metrics: Soulsbyville District Technology Plan, Sufficient Instructional Materials.

ACTUAL

There was a change in reporting School Wide CAASPP scores and a percentage increase or decrease was not measurable against the 2015 base line scores. The new School Dashboard measures "points below level 3" which is Standard Met. According to the data for 2016 test results on the School Dashboard, the overall scores in math declined (-6.8 points) while language arts scores maintained (+0.6 points). Math intervention opportunities did not increase even though qualitative data indicated that more was needed in the area of math.
### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
<th>ESTIMATED ACTUAL</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintain RTI aides time at 100%</td>
<td>Successful RTI coverage by paraprofessional assignments.</td>
<td>object codes 2000's to 3999; funding source Supplemental LCFF (0935) - $189,650.00</td>
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<tr>
<td></td>
<td>Maintain RTI aides to include salaries and benefits; local resource code 0935</td>
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<td></td>
<td>Funding Sources: LCFF Supplemental (0000) - $182,777.00</td>
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<td>2</td>
<td>Implementation and use of common assessment benchmarks to ensure academic achievement of students.</td>
<td>Was not successful. The school did pilot a benchmark assessment tool but late in the school year.</td>
<td>object codes 4000's and 5800; LCFF base (0000), 0935 Supplemental - $0.00</td>
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<td></td>
<td>Benchmark assessments - $3,504 Base $ 498</td>
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<td></td>
<td>Supplemental Funding Sources: LCFF Base (0000) 0935 Supplemental Object Codes: 4000's and 5800's</td>
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<td>3</td>
<td>Increase counseling services to decrease barriers to academic success.</td>
<td>Counseling services were successfully increased.</td>
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Expenditures
Counseling services; includes salary and benefits; local resource code 0935
Funding Sources: LCFF Supplemental (0000) - $51,770.00
Object codes 2000-3xx2; Supplemental resource 0935 - $53,943.00

Action
4

PLANNED
Maintain student access for intervention software.

ACTUAL
Overall good success for providing and using intervention software. There were some technical difficulties with the proper functionality of Success Maker (key to K-4 grade intervention software) which delayed the access but that was resolved and implemented successfully.

Expenditures
Intervention software; local resource 0935
Funding Sources: LCFF Supplemental (0000) - $15,358.00 Object Code: 5800
Object codes 5800; Resource code Supplemental 0935 - $16,990.00

Action
5

PLANNED
Implement grade level Centers of Excellence to improve reading skills.

ACTUAL
Successful implementation of leveled reading groups in a program called Centers of Excellence (COE's). Nine different leveled reading centers were operational to provide excellence in reading instruction for students in grades 2nd and 3rd.

Expenditures
Centers of Excellence; included with RTI aides support; local resource 0935 - $0.00
COE included with RTI aide support; objects 2000's -3xx2; Supplemental resource 0935 - $0.00
Actions/Services

7

PLANNED
Adopt and purchase new ELA curriculum.

BUDGETED
New ELA curriculum; restricted lottery and one time monies - $105,162.00
Funding Sources: LCFF Base (0000) - $38,705.00, Lottery instructional materials (6300) - $66,457.00

ACTUAL
The District did adopt and purchase new Houghton Mifflin language arts curriculum TK - 5 and Study Sync 6-8th grade.

ESTIMATED ACTUAL
Object code 4000's; Base - $28,708.00 and restricted lottery
6300 - $80,094
Total $108,802.00

8

PLANNED
Professional development for teachers, focus on new ELA curriculum.

BUDGETED
Professional development for ELA adoption; local resource 0000 - $5,000
Funding Sources: LCFF Base (0000) - $5,000 Object Code 1100-3XX1

ACTUAL
Professional development for staff was provided with the new language arts curriculum.

ESTIMATED ACTUAL
Object codes 5800, 1100-3xx1; funding resource code 6264 - $5,800.00

9

PLANNED
Hire additional teaching staff to reduce class size.

BUDGETED
Hire additional teacher staff to include salary and benefits
Funding Sources: LCFF Base (0000) - $60,698.00

ACTUAL
Two additional teachers were added to reduce class sizes at grades 2nd-5th.

ESTIMATED ACTUAL
Object codes 1100-3xx1; LCFF Base (0000) - $123,459.00
Actions/Services

PLANNED
Continued math intervention support.

ACTUAL
There was some math intervention in grade spans that leveled math students and some support after school for 4th and 5th graders. Overall, this action was not fully met.

BUDGETED
Math intervention includes salary and benefits; local resource 0935 - $29,873.00
Funding Sources: LCFF Supplemental (0000) - $29,873.00

ESTIMATED ACTUAL
object code 1100-3xx1, resource code 0935, LCFF Supplemental 0935 - $29,873.00

Expenditures

Action 10

Actions/Services

PLANNED
Ongoing LEP/EIA support.

ACTUAL
This action was fully supported.

BUDGETED
LEP/EIA support includes salary and benefits; local resource 0935 - $22,667.00
Funding Sources: LCFF Supplemental (0000) - $22,667.00

ESTIMATED ACTUAL
object code 1100-3xx1; LCFF Supplemental 0935 - $22,667.00

Expenditures

Action 11

Actions/Services

PLANNED
Professional development for teachers; Discipline Without Stress.

ACTUAL
Staff participated in a book study called Discipline Without Stress. There were monthly meetings to discuss attributes from the reading relevant to new learning and reinforced protocols for best practices.

BUDGETED
Discipline Without Stress; educator effectiveness resource 6264 - $3,000.00
Funding Sources: Other - $3,000.00 Object Code: 5800

ESTIMATED ACTUAL
object code 4200 and 5800; Educational Effectiveness resource 6264; - $345.00
PLANNED
Continue Step Up To Writing

BUDGETED
Step up to writing; local resource code 0935 - $3,000
Funding Sources: LCFF Salaries & Benefits
Supplemental Objects: 1100-3XX1

ACTUAL
This action was met.

ESTIMATED ACTUAL
object code 1100-3xx1; LCFF Salaries and Benefits,
resource 0935 - $0.00

ACTION
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The overall implementation of the actions and services to achieve this goal were mostly met. Paraprofessional support was maintained for RTI, counseling services were provided as noted, and leveled reading groups called Centers of Excellence were active in second and third grades. Intervention software was provided, new curriculum in language arts was purchased and training for teachers, and the school hired two new teachers to reduce class sizes. Unmet implementation included a lack of common benchmark assessments and leveled math instruction at some grade levels.

The overall effectiveness of the actions and services was moderate. Students were able to make academic progress in math and language arts. Some grade levels scored low in math affecting the school’s overall performance rating in mathematics. The lack of diagnostic benchmarking to inform teaching, leveled instruction in math at all levels, and inexperience using computerized testing skills, helped prevent an overall effectiveness of this goal as measured by CAASPP testing.

Used pilot program for benchmarks. The adoption costs for language arts was increased and ELA staff development costs was less than anticipated. Adding two additional teachers cost more than budgeted. Purchased Discipline Without Stress books in the 2015-2016 and 2016-2017 school years. No new curriculum or online support was purchased for Step Up To Writing.

This goal will be updated and reflect the information provided by the School Dashboard. The
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.

School remains committed to academic progress and will use the Dashboard and other evaluation rubrics to report status using the performance categories (color and pie sections) particularly the status and change. A new LCAP academic progress goal will measure growth from below level 3 to meeting the expected target in math and language arts.
**Goal 2**

Digital Literacy for all students is a priority.

State and/or Local Priorities Addressed by this goal:

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**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

Technology-infused learning will maintain or increase as measured qualitatively through feedback from teachers and students as well as quantitatively with surveys.

Parents and faculty will become full partners in the students' academic life as measured by increased communication with teachers and via the annual parent survey. Increased use of technology tools for communication; mass caller, email, text, voice mail, and web links.

Students, teachers, and parents will gain the knowledge needed to continue to enhance the technology initiative as measured by annual student and faculty survey.

State Metrics: Statewide Assessments, Attendance Rates, Chronic Absenteeism Rates, Middle School Dropout Rates, Pupil Suspension Rates, Pupil Expulsion Rates, Other Local Measures including Surveys

**CUSTOM METRICS**:

Soulsbyville District Technology Plan

**ACTUAL**

Technology-infused learning did increase and parent participation in climate surveys more than double. Communication with parents was adjusted to favor texting as an preferred means of communicating. More parents report that they use the School Wise grading program to keep informed of their students' progress. Some feedback shared on the perceived poor functionality of the school website and slowness of updating material.
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<tbody>
<tr>
<td>1</td>
<td>Continued implementation of keyboarding curriculum for all students.</td>
<td>Keyboarding curriculum has been made available and used at various degrees by teachers. The school needs to increase the exposure and practice of basic keyboarding skills especially at grades TK-2nd.</td>
</tr>
<tr>
<td>2</td>
<td>Continue Easy Tech curriculum.</td>
<td>This action was successful</td>
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<tr>
<td>3</td>
<td>Purchase additional Chrome Books for student use.</td>
<td>The school did purchase more than 60 additional Chrome Books for student use.</td>
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</table>
Expenditures

**BUDGETED**

Chrome Books; base one time monies - Oldest Mandates - $30,000.00
Funding Sources: LCFF Base (0000) - $30,000.00
Object Code: 4000's

**ESTIMATED ACTUAL**

object code 4000's; one time monies, oldest mandates;
LCFF Base (0000) - $22,565.00

Action

**4**

**PLANNED**

Increase IT service hours for staff and student support.

**BUDGETED**

IT time and support - $10,000.00
Funding Sources: LCFF Base (0000) - $10,000.00 Object Codes: 2900-3XX2

**ESTIMATED ACTUAL**

object codes 2900-3XX2; LCFF Base (0000) - $16,686.00

Actions/Services

**5**

**PLANNED**

Increase parental involvement and communication through use of School Wise.

**BUDGETED**

School Wise access and communication with parents - $2,500.00 License and Support
Funding Sources: LCFF Base (0000) - $2,500.00
Object Code: 5800

**ESTIMATED ACTUAL**

object code 5800; license and support: LCFF Base (0000) - $1,614.00

Expenditures

Action

**6**

**PLANNED**

Purchase and install a VOIP phone system campus wide for improved communication network.

**ACTUAL**

This action was successfully completed and fully operational.
EXPENDITURES

BUDGETED

VOIP communication system; fund 14 to include materials and installation - $28,000.00

Funding Sources: Other - $28,000.00 Object Codes: 4000's-6000's

ESTIMATED ACTUAL

Object codes 4000-6000's: LCFF Other fund 14 - $23,839.00

ANALYSIS

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 overall implementation of the actions and services to achieve this goal were met. Keyboarding curriculum and instruction, digital literacy curriculum, purchase of additional Chrome Books, IT service hours and support, increased parental communication through School Wise, and new VOIP phone system, were all successfully implemented and helped achieve this goal.

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

The overall effectiveness of the actions and services was met. Students were able to make progress understanding and acting appropriate with digital tools and curriculum. Parents have greater access to timely communication in the preferable methods and the school is better connected to other school agencies through the VOIP phone service.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Able to purchase Chrome Books at a lesser price.

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.

This goal has substantially been met with changes made to the amount of Chrome Books purchased and the use of digital awareness and literacy products and programs. This goal will not continue as an LCAP goal for next year.
Annual Update  

LCAP Year Reviewed: 2018-17

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

Goal  

Increase enrichment learning opportunities for all students.

3

State and/or Local Priorities Addressed by this goal:  

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students provided access to music instruction TK-4 and Band 5-8 as measured by master schedule.
Participation with a Resident Artist will result in scheduled student drama performances.
Increase time with the PE Specialist in master schedule.
Continue access to social development using Second Step curriculum, TK-8.
Improve Enrichment course offerings to students in the master schedule and measured by student survey.

ACTUAL

Students were successfully provided access to music and or band at all grade levels. Resident Artist worked with four grade levels, a P.E. Specialist was maintained for all grade levels, and Second Step curriculum was integrated into class rooms. Enrichment offerings remained in the 6-8th schedule but were not sufficiently improved.

State Metrics: Statewide Assessments, Base of teachers appropriately assigned and fully credentialed, Pupil access to standards aligned instructional materials, Facilities maintained in good repair, Implementation of state board of education adopted academic content and performance standards for all students including EL students, Pupil access and enrollment in required courses of study
Custom Metrics: Soulsbyville District Technology Plan.
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<tbody>
<tr>
<td>1</td>
<td>Music and band instruction for all students, TK-8</td>
<td>This action was successful.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>Music and Band instruction TK-8; unrestricted lottery funding including salary and benefits</td>
<td>object code 1100-3xx1; Lottery resource 1100 - $68,738.00</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>Funding Sources: Lottery (1100) - $68,905.00</td>
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<tr>
<td>2</td>
<td>Maintain matching budget for Resident Artist program plus supplies.</td>
<td>This action was successfully met</td>
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<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>Resident Artist includes staff and supplies</td>
<td>object code 5800: LCFF Base (0000) - $4,000.00</td>
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<tr>
<td><strong>Expenditures</strong></td>
<td>Funding Sources: LCFF Base (0000) - $4,000.00</td>
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<th><strong>ACTUAL</strong></th>
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<td>3</td>
<td>Maintain GATE opportunities.</td>
<td>GATE opportunities were maintained</td>
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<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
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<tr>
<td></td>
<td>GATE includes supplies, services, and stipend</td>
<td>object codes 1100-3xx1 and 4000's: LCFF Base (0000) -</td>
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</tbody>
</table>
Action 4

Funding Sources: LCFF Base (0000) - $4,100.00

PLANNED
Increase time with a Physical Education specialist

BUDGETED
PE specialist includes salary and benefits
Funding Sources: LCFF Base (0000) - $4,000.00

ACTUAL
P.E. specialist time was slightly increased and included some attempts to include healthy snack preparation and distribution as well as after school intramurals.

ESTIMATED ACTUAL
object codes 2900-3xx2; LCFF Base (0000) - $9,545.00

Action 5

PLANNED
Continue support for enrichment classes offered during the school day.

BUDGETED
Enrichment classes includes stipends
Funding Sources: LCFF Base (0000) - $1,500.00

ACTUAL
Support for enrichment classes was continued.

ESTIMATED ACTUAL
object code 4300; LCFF Base (0000) - $129.00

Action 6

PLANNED
Continue Second Step curriculum TK-8.

BUDGETED
Second Step curriculum
Funding Sources: - $0.00

ACTUAL
This action was met.

ESTIMATED ACTUAL
no additional expenses for 2016-2017 school year - $0.00
ANALYSIS

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 overall implementation of the actions and services to achieve this goal were met. The school has a full offering to TK-8th of classroom music and band, continued participation in a Resident Artist, viable GATE program, established P.E. specialist support, enrichment classes offered during the school day, and implementation of Second Step curriculum.

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

The overall effectiveness of the actions and services was met. Students were able to participate in music, art, P.E., GATE, enrichment classes, and Second Step.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures. PE time/cost was increased from $4000 to $9545.

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.

This goal will not continue as an LCAP goal for next year.
Stakeholder Engagement

LCAP Year: [☐ 2017-18, ☑ 2018-19, ☑ 2019-20]

IN 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?

Input gathered during meetings with parents, staff, students, community members, and board members. Stakeholders input meetings.

1) SITE Council (Parent Advisory for LCAP), invited input by all stakeholders, designed student and parent climate surveys Spring 2017, and reviewed and reported out the findings at the following meetings: 2/22/17, 4/20/17.

2) Staff meetings 2/13/17, 3/8/17 to invite staff input on our LCAP. The TALC meeting addressed and invited input from staff.

3) Board meeting to review and reexamine the goals, 9/15/16, 11/17/16, 1/12/17, 3/9/17, 5/11/17.

4) Public Forum for staff, parents and community members to discuss school progress and its impact on the goals in the LCAP was held on 2/21/17. Date of LCAP hearing: 5/19/17. Date of LCAP board approval: 6/26/17. Stakeholders were thus notified and invited to provide input in a timely manner through posting of the SITE Council agenda notices in the parent bulletins of meeting dates. Staff were expected to be at the regularly scheduled meetings where our LCAP was discussed. That information went out through our regular weekly TALC meetings. (TALC stands for Teachers & Administrators Learning Communication) And our school board meetings are posted and invitations extended to all stakeholders to attend. Thus all stakeholders were invited repeatedly in a variety of means to both hear and have input into our LCAP both in terms of what we have done in the present year and what we hope to accomplish in the future. Students as well, from kindergarten through eighth grades were invited to participate in student surveys which drive input into our LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input from each stakeholder group was reviewed and summarized into main points of similarity and reported back to the SITE Council, staff, and board members. Stakeholder feedback provided the guidance to discontinue two of the LCAP goals as they were substantially met and to update one goal that addresses academic progress. The involvement process validated that the district is prioritizing funding to meet each of the goals in the current year and moving forward two additional years.
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.

☐ New ☐ Modified ☐ Unchanged

Goal 1
Continual improvement in school-wide academic achievement as measured by the CAASPP state testing and School Dashboard Indicators.

<table>
<thead>
<tr>
<th>State</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is a need to demonstrate student achievement and growth over time as reported on the CAASPP state testing and reflected in the School Dashboard in the curricular area of Math, Language Arts, and Science. Priority is to be given to Mathematics instruction. Students need quality instruction, state adopted curriculum, and opportunities to practice skills prior to their performance on standardized testing and other end of the course assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic conditions at schools</td>
<td>All students have access to state adopted curriculum, tech tools and support, safe and appropriate learning facilities as directed by the Facilities Inspection Tool (FIT).</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve from a status of 41.6 points below level 3 (2016 results) to a status of 31.6 points below level 3 and show a change over the previous year of 10 points increase.</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve and show a change over the previous year of 10 points increase. School Wide CAASPP scores for all students in Language Arts will improve and show a change over the previous year of 10 points increase.</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve and show a change over the previous year of 10 points increase. School Wide CAASPP scores for all students in Language Arts will improve and show a change over the previous year of 10 points increase.</td>
</tr>
<tr>
<td>Chronic absenteeism</td>
<td>Overall attendance rate is 96.5%; Chronic absenteeism is 2%. Our goal is to maintain</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve and show a change over the previous year of 10 points increase. School Wide CAASPP scores for all students in Language Arts will improve and show a change over the previous year of 10 points increase.</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve and show a change over the previous year of 10 points increase. School Wide CAASPP scores for all students in Language Arts will improve and show a change over the previous year of 10 points increase.</td>
<td>School Wide CAASPP scores for all students in Mathematics will improve and show a change over the previous year of 10 points increase. School Wide CAASPP scores for all students in Language Arts will improve and show a change over the previous year of 10 points increase.</td>
</tr>
</tbody>
</table>
College/career readiness
All students are on track to promote to the next grade level.

English learner progress
Are currently designated, redesignated, fully integrated and supported.

Graduation rates
All 8th grade students promote to high school.

Progress in implementing academic standards
All grade levels using State Adopted curriculum.

Suspension rates
Suspension rate is .02%.

Test scores
Math is 41.6 points below level 3; Language Arts is 20.6 points below level 3.

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

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

Students to be Served
☐ All ☐ Students with Disabilities ☐ Specific Student Groups

Location(s)
☐ All Schools ☐ Specific Schools:
☐ Specific Grade spans:
For Actions/Services included as contributing to meeting the increased or improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide
- Schoolwide OR
- Limited to Unduplicated Student Group(s)

**Location(s)**
- All Schools
- Specific Schools:

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
</tr>
</tbody>
</table>

Provide paraprofessional support for all academic programs.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>141,801.00</td>
<td>144,637.00</td>
<td>147,530.00</td>
</tr>
</tbody>
</table>

Source
- LCFF Supplemental (0000) - 141,801.00
- LCFF Supplemental (0000) - 144,637.00
- LCFF Supplemental (0000) - 147,530.00

Budget Reference
- 2000-2999: Classified Personnel Salaries
- 2000-2999: Classified Personnel Salaries
- 2000-2999: Classified Personnel Salaries
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.

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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

- **Students to be Served**
  - [ ] All
  - [ ] Students with Disabilities
  - [ ] Specific Student Groups

- **Location(s)**
  - [ ] All Schools
  - [ ] Specific Schools:
  - [ ] Specific Grade spans:

OR

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

- **Students to be Served**
  - [ ] English Learners
  - [ ] Foster Youth
  - [ ] Low Income

- **Scope of Services**
  - [ ] LEA-wide
  - [ ] Schoolwide OR
  - [ ] Limited to Unduplicated Student Group(s)
  - [ ] All Schools
  - [ ] Specific Schools:____________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide support staff for counseling, P.E. Specialist, IT, math, EIA/LEP, and classroom support

Provide support staff for counseling, P.E. Specialist, and IT.

Provide support staff for counseling, P.E. Specialist, and IT.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>48,363.00</td>
<td>LCFF Base (0000) - 48,363.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>49,330.00</td>
<td>LCFF Base (0000) - 49,330.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>50,317.00</td>
<td>LCFF Base (0000) - 50,317.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>13,983.00</td>
<td>LCFF Base (0000) - 13,983.00</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>2018-19</td>
<td>14,283.00</td>
<td>LCFF Base (0000) - 14,283.00</td>
<td>3000-3999: Employee Benefits</td>
</tr>
<tr>
<td>2019-20</td>
<td>14,548.00</td>
<td>LCFF Base (0000) - 14,548.00</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>
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: 3

For Actions/Services not included as contributing to meeting the increased or improved Services Requirement:

Students to be Served:
- ☑ All ☐ Students with Disabilities ☐ Specific Student Groups:
- ☑ All Schools ☐ Specific Schools: ___________________________
- ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the increased or improved Services Requirement:

Students to be Served:
- ☐ English Learners ☑ Foster Youth ☐ Low Income
- ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
- ☑ All Schools ☑ Specific Schools: ___________________________
**Location(s)**

- Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

- New [ ]
- Modified [ ]
- Unchanged [ ]

Provide staff development opportunities.

**2018-19**

- New [ ]
- Modified [ ]
- Unchanged [ ]

Provide staff development opportunities.

**2019-20**

- New [ ]
- Modified [ ]
- Unchanged [ ]

Provide staff development opportunities.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>21,159.00</td>
<td>LCFF Base (0000) - 21,159.00</td>
<td>1000-3999 Salaries and Benefits</td>
<td>2018-19</td>
<td>21,582.00</td>
<td>LCFF Base (0000) - 21,582.00</td>
<td>1000-3999 Salaries and Benefits</td>
<td>2019-20</td>
<td>22,014.00</td>
<td>LCFF Base (0000) - 22,014.00</td>
<td>1000-3999 Salaries and Benefits</td>
</tr>
<tr>
<td>2017-18</td>
<td>1,500.00</td>
<td>LCFF Base (0000) - 1,500.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>2018-19</td>
<td>1,600.00</td>
<td>LCFF Base (0000) - 1,600.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>2019-20</td>
<td>1,700.00</td>
<td>LCFF Base (0000) - 1,700.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
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</tr>
<tr>
<td>138.00</td>
<td>LCFF Base (0000) - 138.00</td>
<td>3000-3999: Employee Benefits</td>
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<td></td>
</tr>
<tr>
<td>145.00</td>
<td>LCFF Base (0000) - 145.00</td>
<td>3000-3999: Employee Benefits</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>153.00</td>
<td>LCFF Base (0000) - 153.00</td>
<td>3000-3999: Employee Benefits</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

For Actions/Services not included as contributing to meeting the increased or improved Services Requirement:

- Students to be Served:
  - □ All
  - □ Students with Disabilities
  - □ Specific Student Groups

- Location(s):
  - □ All Schools
  - □ Specific Schools:

OR

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

- Students to be Served:
  - □ English Learners
  - □ Foster Youth
  - □ Low Income

- Scope of Services:
  - □ LEA-wide
  - □ Schoolwide
  - □ Limited to Unduplicated Student Group(s)

- Location(s):
  - □ All Schools
  - □ Specific Schools:
  - □ Specific Grade spans:
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>New</td>
<td>Use of online applications, computer programs reinforcing academic learning, and technology tools and supplies and other reference materials.</td>
</tr>
<tr>
<td>2018-19</td>
<td>New</td>
<td>Use of online applications, computer programs reinforcing academic learning, and technology tools and supplies.</td>
</tr>
<tr>
<td>2019-20</td>
<td>New</td>
<td>Use of online applications, computer programs reinforcing academic learning, and technology tools and supplies.</td>
</tr>
</tbody>
</table>

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>15,734.00</td>
<td>LCFF Supplemental (0000) - 15,734.00</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2018-19</td>
<td>15,233.00</td>
<td>LCFF Supplemental (0000) - 15,233.00</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>2019-20</td>
<td>15,538.00</td>
<td>LCFF Supplemental (0000) - 15,538.00</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
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.

☑ New ☐ Modified ☐ Unchanged

Goal 2
Build capacity for, invite, and train volunteers to support academic and non-academic activities on campus.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

There is a need to increase volunteerism for supporting excellence in services for academic support (especially Math), supervision and safety, participation in school sponsored events, and facility grounds, beautification, and upkeep.

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-16</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent engagement</td>
<td>Parents have limited volunteerism, attend and support school functions, request better communication.</td>
<td>It is expected that parent and community participation on campus will increase as measured by the number of completed climate surveys, attendance at school events, and the number of volunteers committed to working on campus in some capacity.</td>
<td>It is expected that parent and community participation on campus will increase as measured by the number of completed climate surveys, attendance at school events, and the number of volunteers committed to working on campus in some capacity.</td>
<td>It is expected that parent and community participation on campus will increase as measured by the number of completed climate surveys, attendance at school events, and the number of volunteers committed to working on campus in some capacity.</td>
</tr>
<tr>
<td>School climate</td>
<td>We have 56% participation in the climate survey; overall good rating as a safe, inviting environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All ☐ Students with Disabilities ☐ Specific Student Groups:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All Schools ☐ Specific Schools: __________________________</td>
</tr>
<tr>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Learners ☐ Foster Youth ☐ Low Income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All Schools ☐ Specific Schools: __________________________</td>
</tr>
<tr>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New ☐ Modified ☐ Unchanged</td>
<td>☐ New ☐ Modified ☐ Unchanged</td>
<td>☐ New ☐ Modified ☐ Unchanged</td>
</tr>
</tbody>
</table>

Request parents to commit to 90 minutes of volunteer or donated time to the school per month.
## BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>200.00</td>
<td>275.00</td>
<td>350.00</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base (0000) - 200.00</td>
<td>LCFF Base (0000) - 275.00</td>
<td>LCFF Base (0000) - 350.00</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

## 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 2

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

- **Students to be Served**
  - All
  - Students with Disabilities
  - Specific Student Groups:

- **Location(s)**
  - All Schools
  - Specific Schools: ________________
  - Specific Grade spans:

OR

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

- **Students to be Served**
  - English Learners
  - Foster Youth
  - Low Income

- **Scope of**
  - LEA-wide
  - Schoolwide OR Limited to Unduplicated Student Group(s)
Services

Location(s)  
☐ All Schools  ☐ Specific Schools: 
☐ Specific Grade spans:

**ACTIONS/SERVICES**

2017-18

☐ New  ☐ Modified  ☐ Unchanged

Provide a listing of potential volunteer opportunities and how to become involved on campus.

2018-19

☐ New  ☐ Modified  ☐ Unchanged

Provide a listing of potential volunteer opportunities and how to become involved on campus.

2019-20

☐ New  ☐ Modified  ☐ Unchanged

Provide a listing of potential volunteer opportunities and how to become involved on campus.

**BUDGETED EXPENDITURES**

2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>LCFF Base (0000) - 0.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>LCFF Base (0000) - 0.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>LCFF Base (0000) - 0.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
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 3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All □ Students with Disabilities □ Specific Student Groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All Schools □ Specific Schools:</td>
</tr>
<tr>
<td></td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners □ Foster Youth □ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide □ Schoolwide OR □ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All Schools □ Specific Schools:</td>
</tr>
<tr>
<td></td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>
## Actions/Services

**2017-18**

- [ ] New  [ ] Modified  [ ] Unchanged

Provide training, supervision, supplies, and recognition for volunteers.

**2018-19**

- [ ] New  [ ] Modified  [ ] Unchanged

Provide training, supervision, supplies, and recognition for volunteers.

**2019-20**

- [ ] New  [ ] Modified  [ ] Unchanged

Provide training, supervision, supplies, and recognition for volunteers.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>600.00</td>
<td>LCFF Base (0000) - 600.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,250.00</td>
<td>LCFF Base (0000) - 1,250.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,500.00</td>
<td>LCFF Base (0000) - 1,500.00</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>400.00</td>
<td>LCFF Base (0000) - 400.00</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Year</th>
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</tr>
</tbody>
</table>

Budget Reference

**5000-5999: Services And Other Operating Expenditures**
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017-18  ☐ 2018-19  ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds:

$ 321,672.00

Percentage to Increase or Improve Services:

9.05 %

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).

The District will use supplemental and concentration funds will be principally directed to implement actions and activities to accomplish goals for unduplicated students by hiring and retaining teachers and other support staff. Also included is purchasing Standards aligned materials, expanded learning opportunities, increased access to technology, parent involvement opportunities, and adequate professional development for all staff. Our funds are used in a district-wide and school-wide way because we are a one school district. To not provide these services in a global manner would either be disruptive to the education process or would not be feasible. The services provided are the most effective use of funds to meet the district's goals for unduplicated pupils because all students attend and are serviced on one school site and providing these actions and services in the manner described ensures success for all students.