

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linns Valley-Poso Flat Union School District

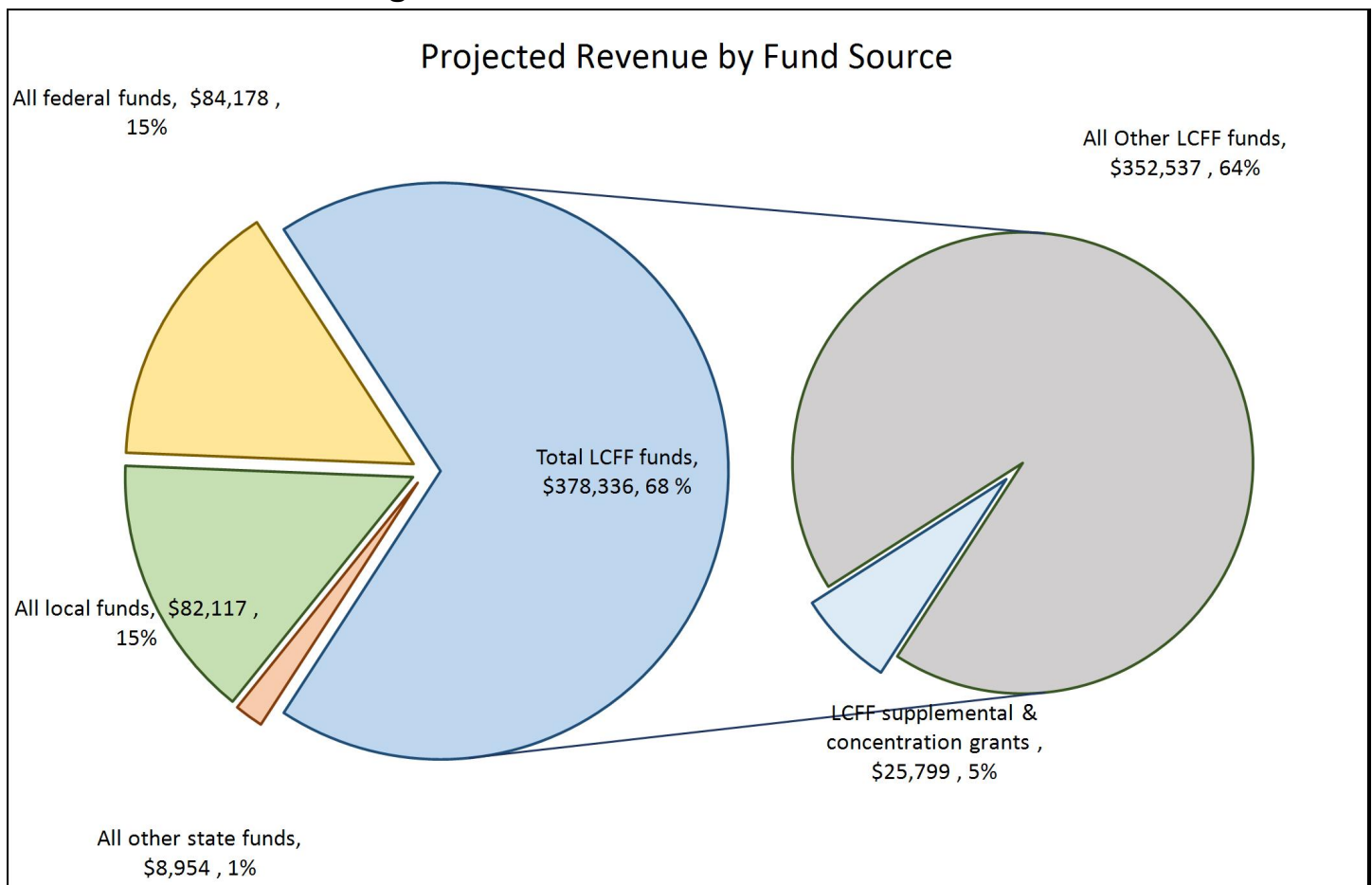
CDS Code: 15635866009724

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

LEA contact information: Tammy Pritchard, Superintendent

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

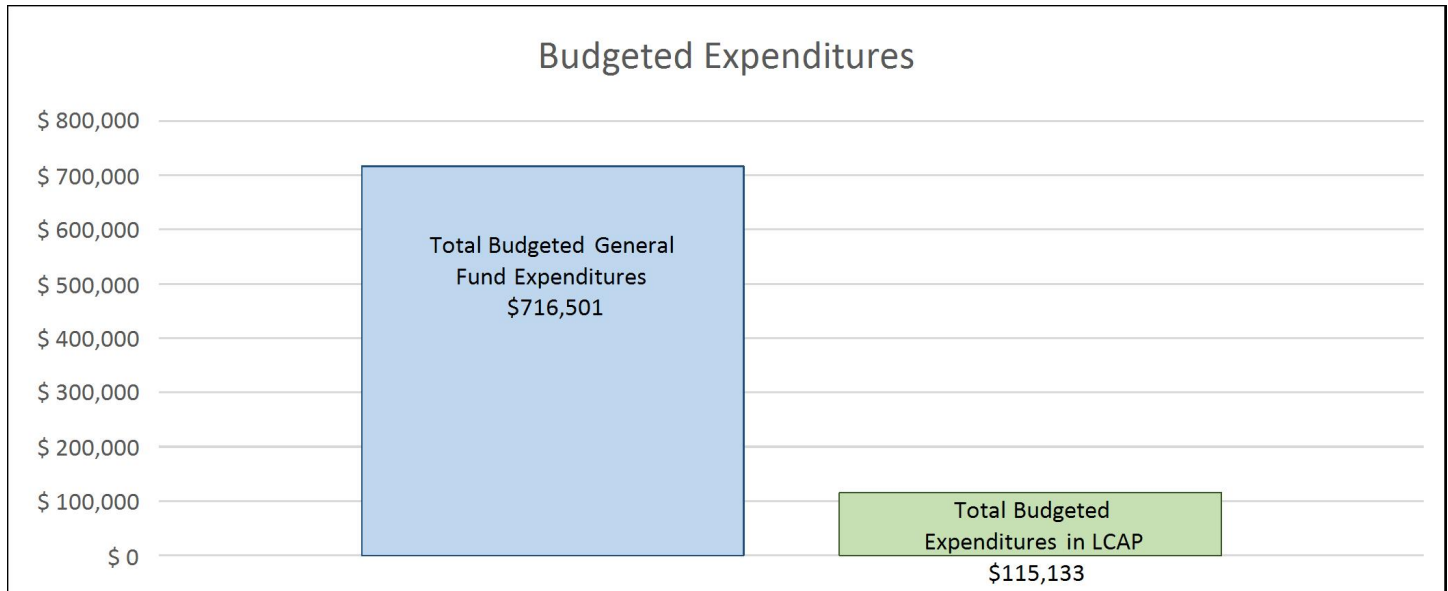


This chart shows the total general purpose revenue Linns Valley-Poso Flat Union School District expects to receive in the coming year from all sources.

The total revenue projected for Linns Valley-Poso Flat Union School District is \$553,585, of which \$378,336 is Local Control Funding Formula (LCFF), \$8,954 is other state funds, \$82,117 is local funds, and \$84,178 is federal funds. Of the \$378,336 in LCFF Funds, \$25,799 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

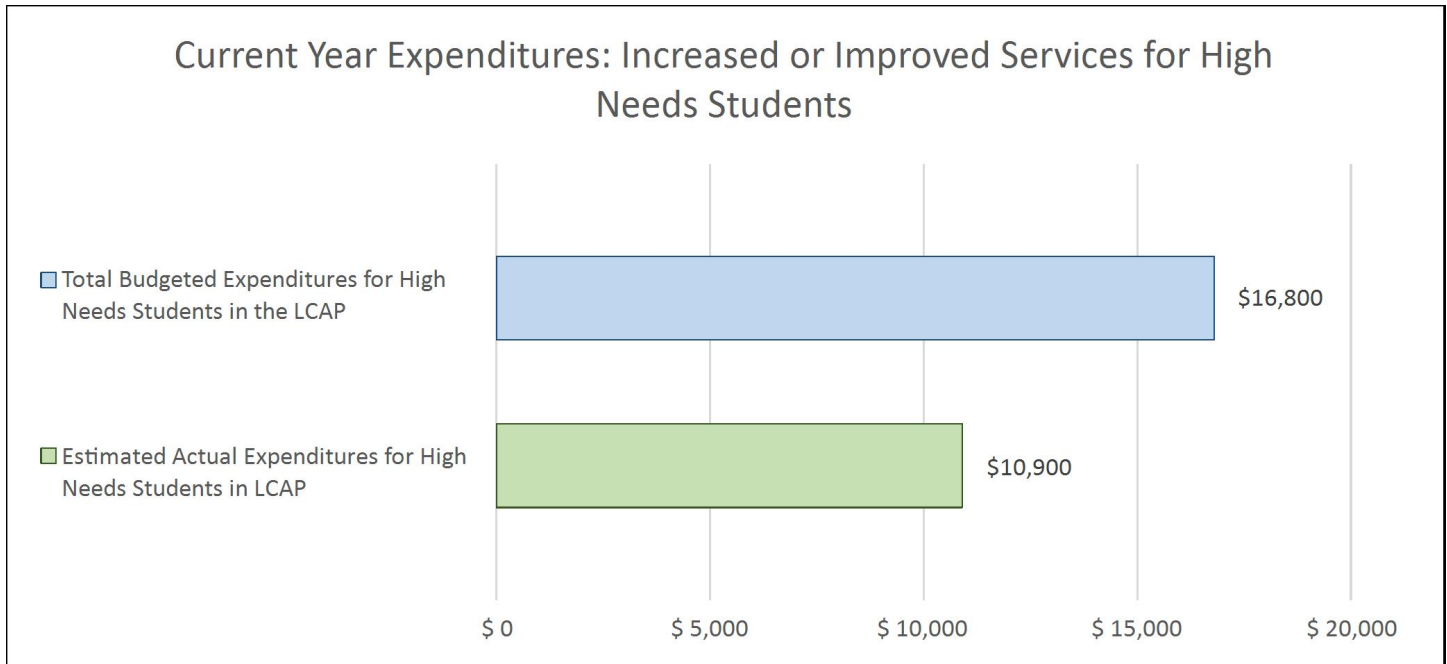
Linns Valley-Poso Flat Union School District plans to spend \$716,501 for the 2019-20 school year. Of that amount, \$115,133 is tied to actions/services in the LCAP and \$601,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Linns Valley-Poso Flat Union School District is projecting it will receive \$25,799 based on the enrollment of foster youth, English learner, and low-income students. Linns Valley-Poso Flat Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Linns Valley-Poso Flat Union School District plans to spend \$27,983 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2018-19, Linns Valley-Poso Flat Union School District's LCAP budgeted \$16,800 for planned actions to increase or improve services for high needs students. Linns Valley-Poso Flat Union School District estimates that it will actually spend \$10,900 for actions to increase or improve services for high needs students in 2018-19.

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

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Linns Valley-Poso Flat Union School District

Contact Name and Title

Tammy Pritchard  
Superintendent

Email and Phone

tapritc@zeus.kern.org  
661-536-8811

## 2017-20 Plan Summary

### The Story

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

Linns Valley School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades Transitional Kindergarten through eighth grade. The current enrollment is 22 students with an average ADA of 17.8. The school supports cultural awareness on a daily basis through its diverse literature selections. Linns Valley is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential. Our supplemental and Concentration funding is based on 59% unduplicated count.

### LCAP Highlights

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

The LCAP for 2018-19 has three main goals: 1. To keep and maintain a safe school environment to ensure a successful pathway to student's achievement, 2. To achieve full implementation of the CCSS or Common Core State Standards by year 2019, and 3. To increase parental involvement in both decision making and in activities. These goals were created after communicating through meetings, surveys, and discussions with stakeholders. This is a three year plan describing the actions that are planned to achieve these three goals. All three goals were designed to increase the success of all students.

### Review of Performance

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

## **Greatest Progress**

The California School Dashboard that was released Fall 2018 does not show a color for our school due to having less than 30 students in each student group. A success that Linns Valley has seen this year is the decrease in chronic absenteeism. With each student striving for perfect attendance we have seen a decrease from 12% chronic absenteeism to a 9% student chronic absenteeism in one school year. We continue to have increased parent/guardian support in making sure their student is at school each day. We will continue the changed weekly schedule of extending the school day which allows a Friday dismissal of 12:35. This allows parents to take students to their needed appointments outside of academic school hours. We will continue positive reinforcement through awards and certificates on a weekly, monthly and yearly basis. Another success that Linns Valley has seen this year is the decrease in our suspension rate. With parents and staff working together and encouraging positive behavior with each student, we have seen a decrease from 3.7% to 0% suspension rate in one year. We will continue to work together with the parents and staff keeping an open line of communication through phone calls, classroom visits and/or ParentSquare.

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**

The California School Dashboard that was released Fall 2018 does not show a color for our school due to having less than 30 students in each student group. We have the following needs: After reviewing and analyzing data from Language Arts and Math Accelerated Reader Benchmarks, set goals for each student guided by the AR benchmarks. Provide teachers with academic Professional Development for Language Arts and Math, and increase parental involvement.

The teachers and administration will meet as a group throughout the year to review benchmark results from Common Core State Standard aligned benchmarks. Professional development will be provided for all teachers through KCSOS. We will reach out to each parent through ParentSquare or personal invites to invite and include all parents in school activities.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

The California School Dashboard that was released Fall 2018 does not show a color for our school due to having less than 30 students in each student group. There is a gap between the gen ed students and some of the special ed students. We will purchase supplementary materials and work in small groups to meet the needs of struggling students.

# 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.

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

1. Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| <p><b>Metric/Indicator</b></p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism</p> <p>C. Middle school drop out rates</p> <p>D. High school drop out rates</p> <p>E. High school graduation rate</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. 90% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.</p> | <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable.</p> <p>A. School attendance rates: 94.1%</p> <p>B. Chronic absenteeism: 9%</p> <p>C. Middle school drop out rates: 0</p> <p>D. High school drop out rates: N/A</p> <p>E. High school graduation rate: N/A</p> <p>Priority 6 School Climate as measured by all of the following as applicable:</p> <p>A. Pupil Suspension rates: 0</p> <p>B. Pupil expulsion rates: 0</p> <p>C. 90.5% of the results of a survey that was given to our pupils, parents, and staff showed a sense of safety and school connectedness.</p> |

## Expected

## Actual

### 18-19

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

- A. School attendance rates: 95%
- B. Chronic absenteeism: 2%
- C. Middle school drop out rates: 0
- D. High school drop out rates: N/A
- E. High school graduation rate: N/A

Priority 6 School Climate as measured by all of the following as applicable:

- A. Pupil Suspension rates: 0
- B. Pupil expulsion rates: 0
- C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.

### Baseline

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

- A. School attendance rates: 92.65%
- B. Chronic absenteeism: 3%
- C. Middle school drop out rates: 0
- D. High school drop out rates: N/A
- E. High school graduation rate: N/A

Priority 6 School Climate as measured by all of the following as applicable:

- A. Pupil Suspension rates: 0
- B. Pupil expulsion rates: 0
- C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.

## 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<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures  |
|---|---|--|---|
| Due to Fiscal demands on our unduplicated families, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.. | Students continued to participate in Small Schools Consortia activities, such as athletic competitions, academic competitions, and social events. | 4000-4999: Books And Supplies Supplemental \$500<br><br>3000-3999 Employee Benefits<br>2000-2999: Classified Personnel Salaries Supplemental \$1,500 | 4000-4999: Books And Supplies Supplemental \$451.53<br><br>2000-2999: Classified Personnel Salaries Supplemental \$1,339.82 |

## Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                           | Estimated Actual<br>Expenditures                    |
|--|--|--|---|
| Because our unduplicated students struggle with attendance, we will hold weekly/monthly/yearly competitions rewarding students with perfect attendance. To ensure our parents of unduplicated students are aware of the truancy issues, a truant letter will be sent out to parents on the third absence. Parent meetings will be held to relay the importance of attendance for all students. Because our unduplicated families struggle with transportation and day care, allowing for an early release on Fridays allows families to make necessary trips without pulling students out. School attendance goals will be available in the Bobcat Newsletter. The changed calendar week will remain with the previously added | We held weekly, monthly and yearly competitions rewarding students with perfect attendance. We had an End of the year water day celebration. A truant letter was sent out on the third absence. Parent meetings were held to relay the importance of attendance for all students. The changed academic week remained changed to accommodate pupils to ensure better attendance. The calendar week continues to have the added 20 minutes each day (Monday-Thursday). Most Fridays are a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours. | 4000-4999: Books And Supplies Supplemental \$1,000 | 4000-4999: Books And Supplies Supplemental \$986.33 |

20 minutes to each day, (Monday - Thursday). Most Fridays will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.



Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures               | Estimated Actual<br>Expenditures |
|--|--|--|----------------------------------|
| Replace existing blacktop and continue with window covering or replacement of windows. | We are currently looking into repairing the blacktop. The replacement of windows is too costly for our budget. | 6000-6999: Capital Outlay Base \$5,000 | 6000-6999: Capital Outlay Base 0 |

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 implementation of the above actions were communicated through parent meetings, Bobcat Newsletter via ParentSquare, staff meetings and class discussions. Parents and students were updated on attendance, small school activities, as well as the weekly, monthly, and yearly calendar. Weekly, monthly and yearly rewards were given to encourage and give positive feedback to the students who attended school each day.

Goal 1, states that Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum ensuring a successful pathway to student's achievement. The results of surveys given show progress with 90.5% of our pupils, parents and staff feeling a sense of safety and school connectedness. Actions 1 and 2 provide opportunities and positive reinforcements, which continue to provide gains toward meeting this goal. We will continue to participate in the Small School Consortia activities and rewarding students for attending school thus creating a positive environment and pathway to success. Action 3 has not been implemented; however, there is a plan to continue with this action.

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

By keeping the changed calendar week in our academic school year, allowing parents to have most Friday afternoons to take their students to town for any appointments, an attendance rate of 94.1% was reached. Celebrating with positive rewards for weekly, monthly, and yearly perfect attendance; encouraged students to come to school daily. We had fewer students who were truant this

year. Having students participate in the sports activities, academic competitions and social events, provided by the Small Schools Consortia, provided a well balanced curriculum ensuring students' achievement. We will continue with our actions in Goal 1 to bring up our attendance rate above the 94% and decrease our truancy rate below the 9% rate and increase our results of our stakeholder's sense of safety and school connectedness surveys above the 90%. We are making progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent a few dollars less than budgeted for both Actions 1 and 2. Action 3 is still a work in progress.

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.

We will continue to have the current calendar week; keeping most Fridays an early out. The students are dismissed at 12:35 on the Fridays that we do not have sport events, academic competitions, or other Small School activities. We will continue to give rewards, which gives positive reinforcement for all students receiving perfect attendance. The attendance goals will be communicated through the Bobcat Newsletter and/or ParentSquare, parent-teacher conferences and at meetings. All of these actions will be on year three for the 2017-20 LCAP. The blacktop is still being addressed and will continue to be a goal in year three for the 2017-20 LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

2. By 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and Administrative observation. Increase student achievement to ensure College and/or career ready.

State and/or Local Priorities addressed by this goal:

|                   |   |
|-------------------|---|
| State Priorities: | Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: |   |

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

##### Priority 1 Basic Services

- A. Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- B. pupils have sufficient access to standards-aligned instructional materials.
- C. School facilities are maintained in good repair, Local report good

##### Priority 2 Implementation of state standards for all students including EL

- A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the APS and Administrative observation.
- B. There are no English Language Learners in the Linns Valley-Poso Flat School District

##### Priority 4 Pupil Achievement

- A. Students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.
- B. API-N/A
- C. Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
- D. EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
- E. English Learner reclassification rate
- F. Pupils passed AP exam with score of 3 or higher- N/A
- G. Pupils in EAP - N/A

##### Priority 7 Course Access

- A. Students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
- B. Programs and services are developed and provided for unduplicated students
- C. Programs and services are developed and provided for students with exceptional needs

##### Priority 8 Other Pupil Outcomes Metrics

- A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)

### Actual

##### Priority 1 Basic Services

- A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- B. 100% of pupils have sufficient access to standards-aligned instructional materials.
- C. School facilities are maintained in good repair, Local report good

##### Priority 2 Implementation of state standards for all students including EL

- A. Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.
- B. There are no English Language Learners in the Linns Valley-Poso Flat School District

##### Priority 4 Pupil Achievement

- A. No Data available at time of LCAP report
- B. API-N/A
- C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
- D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
- E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
- F. % of pupils passed AP exam with score of 3 or higher- N/A
- G. % of pupils in EAP - N/A

##### Priority 7 Course Access

- A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
- B. Programs and services are developed and provided to 100% of unduplicated pupils.
- C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

##### Priority 8 Other Pupil Outcomes Metrics

- A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 40% of students passed Physical Fitness test.

## Expected

## Actual

### 18-19

#### Priority 1 Basic Services

- A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- B. 100% of pupils have sufficient access to standards-aligned instructional materials.
- C. School facilities are maintained in good repair, Local report good

#### Priority 2 Implementation of state standards for all students including EL

- A. Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation.
- B. There are no English Language Learners in the Linns Valley-Poso Flat School District

#### Priority 4 Pupil Achievement

- A. 52% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.
- B. API-N/A
- C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
- D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
- E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
- F. % of pupils passed AP exam with score of 3 or higher- N/A
- G. % of pupils in EAP - N/A

#### Priority 7 Course Access

- A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
- B. Programs and services are developed and provided to 100% of unduplicated pupils.
- C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

#### Priority 8 Other Pupil Outcomes Metrics

- A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 79% of students will pass Physical Fitness test.

## Expected

## Actual

### Baseline

#### Priority 1 Basic Services

- A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
- B. 100% of pupils have sufficient access to standards-aligned instructional materials.
- C. School facilities are maintained in good repair, Local report good

#### Priority 2 Implementation of state standards for all students including EL

- A. Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.
- B. There are no English Language Learners in the Linns Valley-Poso Flat School District

#### Priority 4 Pupil Achievement

- A. 50% of the students in grade 3rd-8th did exceed expectations as measured Statewide SBAC test results in ELA and 32% in Math.
- B. API-N/A
- C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
- D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
- E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
- F. % of pupils passed AP exam with score of 3 or higher- N/A
- G. % of pupils in EAP - N/A

#### Priority 7 Course Access

- A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
- B. Programs and services are developed and provided to 100% of unduplicated pupils.
- C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

#### Priority 8 Other Pupil Outcomes Metrics

- A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 75% of students will pass Physical Fitness test.

## 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<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| Purchase newly adopted Social Studies curriculum for all levels (K-8th).<br>Because unduplicated families struggle to have age appropriate reading material at home, we will supply books of interest for our students in the library. | Social Studies curriculum was not purchased. State adopted Social Studies materials are currently being reviewed and will be purchased for the 2019-20 school year. Books of interest were purchased for the library. | 4000-4999: Books And Supplies<br>Base \$10,000<br><br>4000-4999: Books And Supplies<br>Supplemental \$5,000 | 4000-4999: Books And Supplies<br>Base 0<br><br>4000-4999: Books And Supplies<br>Supplemental \$3,230.45 |

### Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures   |
|--|---|---|--|
| To ensure that teachers are high quality, engaging, and gain the ability to differentiate based on needs of our unduplicated students, we will provide Professional Development for Social Studies curriculum for instructional staff. | Teachers visited a curriculum lab to view and discuss the state adopted social studies materials for each publisher. Social Studies Professional Development was not provided due to no Social Studies curriculum yet board approved and purchased. | 5800: Professional/Consulting<br>Services And Operating<br>Expenditures Supplemental<br>\$2,500 | 5800: Professional/Consulting<br>Services And Operating<br>Expenditures Supplemental 0 |

### Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services                                      | Budgeted<br>Expenditures                              | Estimated Actual<br>Expenditures                       |
|--|---|---|--|
| Due to the diverse needs of our unduplicated students, we will purchase supplementary materials for struggling students. | Supplementary materials for struggling students were purchased. | 4000-4999: Books And Supplies<br>Supplemental \$1,500 | 4000-4999: Books And Supplies<br>Supplemental \$235.93 |

## Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                         | Estimated Actual<br>Expenditures                    |
|---|--|--|---|
| Because unduplicated students need added and differentiate support, we will provide Academic Intervention (AI) for struggling students. | Academic Intervention was provided for struggling students within the classroom. | 4000-4999: Books And Supplies Supplemental \$500 | 4000-4999: Books And Supplies Supplemental \$574.21 |

## Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures  |
|---|--|--|---|
| Because our unduplicated families are unable to provide music and the arts on their own, we will provide Supplemental Music/Fine Arts | Music (recorders, guitars, bells and choir) was provided to students weekly. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,481.70 |

## Action 6

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                            |
|--|---|---|---|
| Because of the location of our district, maintaining a HQ teacher is difficult. In order to provide the best teacher to support our unduplicated students, an increase in salary benefits is essential to ensure continual employment. | An increase in salary benefits was given to maintain continual employment of a HQ teacher to support our unduplicated students. | 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 | 1000-1999: Certificated Personnel Salaries Title I \$41,144 |
|  |   | 1000-1999 Certificated Personnel Salaries 3000-3999: Employee Benefits REAP \$18,113    | 3000-3999: Employee Benefits REAP \$6,844                   |
|  |   |   | 3000-3999: Employee Benefits Title I \$20,476               |
|  |   |   | 1000-1999: Certificated Personnel Salaries REAP \$9,000     |

# 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 implementation of the above actions were as followed: we purchased supplementary materials for struggling students, we provided academic intervention for struggling students, we continued the music program for every student, and we maintained HQ teachers to ensure appropriate instructional age grouping.

Goal 2 states that by 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and Administrative observation. Increase student achievement to ensure College and/or career ready. As shown on our recent Dashboard results, our overall scores dropped in both Language Arts and Math on the Smarter Balanced Summative Assessment. We; however, do not have our most recent scores to compare at the time of the LCAP. Actions 1 and 2 provide materials and support for CCSS implementation. Actions 3, 4, 5 and 6 provide support for struggling students. These actions provide gains toward meeting this goal.

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

By purchasing supplementary supplies, the teachers were better able to provide to the needs of their individual students within their classroom. Academic intervention gave teachers time to work with the students who needed extra help. Maintaining HQ full time credentialed teachers allowed the students to be grouped in more appropriate age classrooms. The music teacher worked with each classroom of students (three classrooms) once a week. They were being taught tone, notes, guitars, bells, recorders and how to sing both as a group and as a solo. We will continue with our actions in Goal 2 to maintain 100% of teachers being HQ and appropriately assigned, 100% of students having sufficient access to standards-aligned instructional materials, 52% of students in grade 3-8 will meet or exceed expectations as measured on the Statewide SBAC test results in ELA and 34% in Math, 100% of students will have access to a broad course of study and students required to take the physical fitness test will achieve a score of 80%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Both Action 1 and 2, the Social Studies has not yet been purchased. The state adopted material is currently under review at the time of this LCAP. We plan to have a program approved and purchased for the 2019-2020 school year. We will also provide professional development for our teachers. Action 3 was less than what we budgeted because a parent purchased the rest of our needed supplementary materials. Action 4 was met but with \$74.21 spent above budgeted amount. Action 6 was spent a little differently than budgeted. Title I money of \$61,620 was spent on both the certified salaries and benefits as well as REAP money of \$15, 844 was spent on both certified salaries and benefits.

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.

California state adopted Social Studies curriculum will be adopted for the 2019-20 school year. Professional development will be provided for the teachers. We will continue to add supplementary material as needed to ensure that CCSS are being met. We will hire a part-time aide to work in the classrooms. We will continue with Academic Intervention within our classrooms. We will continue to have fine arts within the curriculum as well as a music teacher working with all students once a week. We will continue to teach our students with HQ teachers. This will be found in the 2019-20 LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

3. Increase parental involvement in decision-making and participation in activities by year 2019.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 3 Parental Involvement

A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., Stakeholder Meetings, Back-to-School Night, and board meetings will be offered to increase parent involvement .)

B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)

C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.

Actual

Priority 3 Parental Involvement

A. 100% of parents received an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 100% of parents attended parent teacher conferences as measured by sign in sheets.

B. 100% of parents were invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)

C. Maintain 100% of parents of student with exceptional needs were personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

## Expected

### 18-19

#### Priority 3 Parental Involvement

A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 75% of parents will attend parent teacher conferences per year as measured by sign in sheets.

B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)

C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

### Baseline

#### Priority 3 Parental Involvement

A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 65% of parents will attend parent teacher conferences per year as measured by sign in sheets.

B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)

C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

## Actual

## Actions / Services

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

## Action 1

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures                         | Estimated Actual<br>Expenditures                    |
|---|---|--|---|
| In order to ensure the voice of our unduplicated parents, we will continue Stakeholder Meetings throughout the school year. | Stakeholder meetings were held to ensure the voice of our unduplicated parents. | 4000-4999: Books And Supplies Supplemental \$200 | 4000-4999: Books And Supplies Supplemental \$101.25 |

## Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures                 | Estimated Actual<br>Expenditures         |
|--|--|--|--|
| Continue with parent, family and school informational notices through weekly newsletter. | Parent, family and school informational notices were sent out through the school newsletter: The Bobcat. | 4000-4999: Books And Supplies Base \$400 | 4000-4999: Books And Supplies Base \$110 |

## Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                 | Estimated Actual<br>Expenditures            |
|---|--|--|---|
| Meet and Greet social hour between school staff, teachers, administration, board members and parents.<br>Back- to- School Night<br>Parent/Community BBQ<br>Awards Ceremony<br>Kindergarten Graduation/8th Grade Graduation<br>Winter Program<br>Movie Night | Meet and Greet social hour between school staff, teachers, administration, board members, students and parents took place during Back-To-School night, BBQ or Potlucks, Award Ceremony, Oral Language Festival, and the Winter Program. There were no graduates this year so no graduation was held this year. | 4000-4999: Books And Supplies Base \$800 | 4000-4999: Books And Supplies Base \$500.91 |

## Action 4

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

To address our need for parent communication we will maintain a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.

We maintained our web based program called ParentSquare to keep our parents informed of important dates, school activities such as daily, weekly and yearly activities, attendance updates, weather related issues, etc. Staff also uses ParentSquare to personally communicate with individual parents as needed or to invite them personally to school and classroom activities.

5900: Communications  
Supplemental \$600

5900: Communications  
Supplemental \$499

## 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 implementation of the above actions were communicated through the Bobcat Newsletter as a hard copy and/or through ParentSquare; our web based program to communicate with parents. We held meetings, events, school field trips and school programs, which presented an opportunity for parent involvement.

Goal 3 states: Increase parental involvement in decision-making and participation in activities by year 2019. Action 1, 2, and 3 provide opportunities for stakeholders and parents to be invited and attend activities and meetings, which continue to provide gains toward meeting this goal. We will continue with the Stakeholder meetings to ensure the voice of our unduplicated parents, the Meet and Greet social hour between school staff, teachers, administration, board members, students and parents, the Back-To-School night, BBQ or Potlucks, Award Ceremony, Oral Language Festival, Winter Program and the Graduations, as well as maintaining our web based program called ParentSquare to keep our parents informed of important dates, school activities such as daily, weekly and yearly activities, attendance updates, weather related issues, etc. Staff and parents also use ParentSquare to personally communicate with one another as needed and to invite them personally to school and classroom activities. These Actions provide opportunities for parents to be involved in decision-making and to participate in school activities.

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

There was an increase in parent participation this year; from 94% to 100% as measured by sign in sheets at parent teacher conferences. We will continue all actions for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 the costs were less than anticipated. Surveys were done on a free site and notices, surveys etc were sent out through our ParentSquare, a web-based system for parent communication. Action 2 was less due to fewer students and fewer notices to be sent out. Action 3 the expenditures were less due to no graduations this year. We had no TK, Kindergarten or eighth grade students this year. Action 4 Our ParentSquare Program remained at \$499 again this year.

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.

We will increase the opportunities for parent involvement by sending out questionnaires. All activities will be throughout the year. This will be identified in the 2019-20 LCAP in Goal 3.

# 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?

1. Input gathered at Board meetings
2. Information shared at Superintendent meetings and LCAP workshops
3. Stakeholder meetings May 29 and June 6, 2019
4. Discussions with teachers, staff, parents, students and community members.
5. CO-OP meetings where superintendents from other small schools gather together to discuss issues or questions that each may have on the planning for the LCAP
6. Input shared through ParentSquare
7. Survey was provided to parents, community members, staff and students via ParentSquare. Survey was done anonymously and asked questions about the safety and positive environment of the school and also their rating on the school connectedness.
8. Public Hearing on June 12, 2019
9. Board Approval on June 13, 2019
10. Survey was provided to parents, community members, staff, and students. Survey was done anonymously and asked questions regarding each of the three goals in the LCAP. They rated how well the school was achieving each goal. They were also able to put in any comments regarding each question.
11. Bargaining Units do not exist.

1. Monthly Board meetings
  2. Monthly CO-OP and Superintendent meetings
  3. Stakeholder meetings
  4. On-going conversations with Community members, staff, parents and teachers.
  5. Survey
- At each of these meetings, progress towards goals/implementation of action was discussed.

## Impact on LCAP and Annual Update

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

Networking with other Superintendents and K.C.S.O.S. provided LCAP workshops which help to guide information in the proper direction. Stakeholders' ideas for the school needs were: keeping the children in a safe environment; modernizing the school to keep the students' environment safe, and the need to work towards a stronger parent involvement. The CO-OP meetings are a valuable source for the Superintendents to interact with each other. It is a time to share concerns and successes that cross all districts. A consensus of goals established showed we are moving in the right direction.

1. The goals developed were: maintain a safe environment, move to a full implementation of the CCSS, and increase Parental Involvement, all which are reflected in the

LCAP Plan.

The goals and priorities developed were:

- Purchase CCSS curriculum
- Modernize School
- Increase Parental Involvement

# 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)

Unchanged Goal

## Goal 1

1. Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.

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

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

1. We want to ensure a positive environment within the school by showing 100% of the results of a survey that will be given to our pupils parents, and staff that shows a sense of safety and school connectedness.  
We would also like to ensure all students are attending school on a regular basis.  
Current School Attendance rate is: 94.1%  
Current School Chronic Absenteeism is: 9%

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|---|---|--|--|--|
| Priority 5 Pupil Engagement as measured by all of the following, as applicable.<br>A. School attendance rates | Priority 5 Pupil Engagement as measured by all of the following, as applicable.<br>A. School attendance rates: 92.65% | Priority 5 Pupil Engagement as measured by all of the following, as applicable.<br>A. School attendance rates: 93% | Priority 5 Pupil Engagement as measured by all of the following, as applicable.<br>A. School attendance rates: 95% | Priority 5 Pupil Engagement as measured by all of the following, as applicable.<br>A. School attendance rates: 95% |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| B. Chronic absenteeism<br>C. Middle school drop out rates<br>D. High school drop out rates<br>E. High school graduation rate<br><br>Priority 6 School Climate as measured by all of the following as applicable:<br>A. Pupil Suspension rates<br>B. Pupil expulsion rates<br>C. 90% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness. | B. Chronic absenteeism: 3%<br>C. Middle school drop out rates: 0<br>D. High school drop out rates: N/A<br>E. High school graduation rate: N/A<br><br>Priority 6 School Climate as measured by all of the following as applicable:<br>A. Pupil Suspension rates: 0<br>B. Pupil expulsion rates: 0<br>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness. | B. Chronic absenteeism: 2%<br>C. Middle school drop out rates: 0<br>D. High school drop out rates: N/A<br>E. High school graduation rate: N/A<br><br>Priority 6 School Climate as measured by all of the following as applicable:<br>A. Pupil Suspension rates: 0<br>B. Pupil expulsion rates: 0<br>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness. | B. Chronic absenteeism: 2%<br>C. Middle school drop out rates: 0<br>D. High school drop out rates: N/A<br>E. High school graduation rate: N/A<br><br>Priority 6 School Climate as measured by all of the following as applicable:<br>A. Pupil Suspension rates: 0<br>B. Pupil expulsion rates: 0<br>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness. | B. Chronic absenteeism: 2%<br>C. Middle school drop out rates: 0<br>D. High school drop out rates: N/A<br>E. High school graduation rate: N/A<br><br>Priority 6 School Climate as measured by all of the following as applicable:<br>A. Pupil Suspension rates: 0<br>B. Pupil expulsion rates: 0<br>C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness. |

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

**Location(s):**

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

Specific Schools: N/A

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

Students will continue to participate in Small Schools Consortia activities such as athletic competitions and social events.

**2018-19 Actions/Services**

Due to Fiscal demands on our unduplicated families, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.

**2019-20 Actions/Services**

Due to Fiscal demands on our unduplicated families, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.

**Budgeted Expenditures**

|                  |   |   |   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$500   | \$500   | \$500   |
| Source           | Supplemental  | Supplemental  | Supplemental  |
| Budget Reference | 4000-4999: Books And Supplies   | 4000-4999: Books And Supplies   | 4000-4999: Books And Supplies   |
| Amount           | \$1,500   | \$1,500   | \$1,500   |
| Source           | Supplemental  | Supplemental  | Supplemental  |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>3000-3999 Employee Benefits | 2000-2999: Classified Personnel Salaries<br>3000-3999 Employee Benefits | 2000-2999: Classified Personnel Salaries<br>3000-3999 Employee Benefits |

## Action 2

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

### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

### Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

We will hold weekly/monthly/yearly competitions rewarding students with perfect attendance.  
 A truant letter will be sent out on the third absence. Parent meetings will be held to relay the importance of attendance for all students.  
 School attendance goals will be available in the Bobcat Newsletter.  
 Academic week will be changed to accommodate pupils to ensure better attendance. The calendar week will remain as changed by adding 20 minutes to each day, (Monday -Thursday). Friday will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.

Because our unduplicated students struggle with attendance, we will hold weekly/monthly/yearly competitions rewarding students with perfect attendance.  
 To ensure our parents of unduplicated students are aware of the truancy issues, a truant letter will be sent out to parents on the third absence. Parent meetings will be held to relay the importance of attendance for all students.  
 Because our unduplicated families struggle with transportation and day care, allowing for an early release on Fridays allows families to make necessary trips without pulling students out. School attendance goals will be available in the Bobcat Newsletter.  
 The changed calendar week will remain with the previously added 20 minutes to each day, (Monday -Thursday). Most Fridays will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.

Because our unduplicated students struggle with attendance, we will hold weekly/monthly/yearly competitions rewarding students with perfect attendance.  
 To ensure our parents of unduplicated students are aware of the truancy issues, a truant letter will be sent out to parents on the third absence. Parent meetings will be held to relay the importance of attendance for all students.  
 Because our unduplicated families struggle with transportation and day care, allowing for an early release on Fridays allows families to make necessary trips without pulling students out. School attendance goals will be available in the Bobcat Newsletter.  
 The changed calendar week will remain with the previously added 20 minutes to each day, (Monday -Thursday). Most Fridays will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.

### Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$1,000                       | \$1,000                       | \$1,000                       |
| Source           | Supplemental                  | Supplemental                  | Supplemental                  |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

### Action 3

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: N/A

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Window Covering will be added to the classrooms.

**2018-19 Actions/Services**

Replace existing blacktop and continue with window covering or replacement of windows.

**2019-20 Actions/Services**

Replace, repair or slurry the existing blacktop.

**Budgeted Expenditures**

| Year             | 2017-18                   | 2018-19                   | 2019-20                   |
|------------------|---------------------------|---------------------------|---------------------------|
| Amount           | \$3,000                   | \$5,000                   | \$5,000                   |
| Source           | Base                      | Base                      | Base                      |
| Budget Reference | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay |

# 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)

Unchanged Goal

## Goal 2

2. By 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and Administrative observation. Increase student achievement to ensure College and/or career ready.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

2. As of June 2018, 17% of the students in grades 3rd-8th meet or exceed expectations as measured by the SBAC and Benchmark testing for English Language Arts and 25% of the students in grades 3rd-8th meet or exceed expectations as measured by the SBAC and Benchmark testing for Math.

### Expected Annual Measurable Outcomes

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| Priority 1 Basic Services<br>A. Teachers are:<br>appropriately assigned,<br>fully credentialed in<br>subject areas taught, | Priority 1 Basic Services<br>A. 100% of Teachers<br>are: appropriately<br>assigned, fully<br>credentialed in subject | Priority 1 Basic Services<br>A. 100% of Teachers<br>are: appropriately<br>assigned, fully<br>credentialed in subject | Priority 1 Basic Services<br>A. 100% of Teachers<br>are: appropriately<br>assigned, fully<br>credentialed in subject | Priority 1 Basic Services<br>A. 100% of Teachers<br>are: appropriately<br>assigned, fully<br>credentialed in subject |

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|---|--|---|---|---|
| and for the pupils they are teaching.<br>B. pupils have sufficient access to standards-aligned instructional materials.<br>C. School facilities are maintained in good repair, Local report good  | areas taught, and for the pupils they are teaching.<br>B. 100% of pupils have sufficient access to standards-aligned instructional materials.<br>C. School facilities are maintained in good repair, Local report good   | areas taught, and for the pupils they are teaching.<br>B. 100% of pupils have sufficient access to standards-aligned instructional materials.<br>C. School facilities are maintained in good repair, Local report good  | areas taught, and for the pupils they are teaching.<br>B. 100% of pupils have sufficient access to standards-aligned instructional materials.<br>C. School facilities are maintained in good repair, Local report good  | areas taught, and for the pupils they are teaching.<br>B. 100% of pupils have sufficient access to standards-aligned instructional materials.<br>C. School facilities are maintained in good repair, Local report good  |
| Priority 2<br>Implementation of state standards for all students including EL<br>A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the APS and Administrative observation.<br>B. There are no English Language Learners in the Linns Valley-Poso Flat School District | Priority 2<br>Implementation of state standards for all students including EL<br>A. Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and Administrative observation.<br>B. There are no English Language Learners in the Linns Valley-Poso Flat School District | Priority 2<br>Implementation of state standards for all students including EL<br>A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the APS and Administrative observation.<br>B. There are no English Language Learners in the Linns Valley-Poso Flat School District | Priority 2<br>Implementation of state standards for all students including EL<br>A. Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation.<br>B. There are no English Language Learners in the Linns Valley-Poso Flat School District | Priority 2<br>Implementation of state standards for all students including EL<br>A. Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation.<br>B. There are no English Language Learners in the Linns Valley-Poso Flat School District |
| Priority 4 Pupil Achievement<br>A. Students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.<br>B. API-N/A   | Priority 4 Pupil Achievement<br>A. 50% of the students in grade 3rd-8th did exceed expectations as measured Statewide SBAC test results in ELA and 32% in Math.<br>B. API-N/A  | Priority 4 Pupil Achievement<br>A. 52% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.<br>B. API-N/A  | Priority 4 Pupil Achievement<br>A. 52% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.  | Priority 4 Pupil Achievement<br>A. No data available at time of LCAP to accurately look at our metrics.<br><br>52% of the students in grade 3rd-8th will meet   |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20   |
|--|--|--|--|---|
| <p>C. Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate</p> <p>F. Pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. Pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. Students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided for unduplicated students</p> <p>C. Programs and services are developed and provided for</p> | <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed</p> | <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed</p> | <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> | <p>or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the</p> |

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19  | 2019-20  |
|---|---|---|--|--|
| <p>students with exceptional needs</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)</p> | <p>and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 75% of students will pass Physical Fitness test.</p> | <p>and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 77% of students will pass Physical Fitness test.</p> | <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 79% of students will pass Physical Fitness test.</p> | <p>subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)t. Students in grades 5 and 7 will meet or exceed expectations as measured by the State Physical Fitness Test with a result of 80%.</p> |

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**Purchase newly adopted Social Studies curriculum for all levels (K-8th).  
Purchase Library Books**2018-19 Actions/Services**Purchase newly adopted Social Studies curriculum for all levels (K-8th).  
Because unduplicated families struggle to have age appropriate reading material at home, we will supply books of interest for our students in the library.**2019-20 Actions/Services**Purchase CA adopted Social Studies curriculum for all levels (K-8th)  
Purchase CA adopted Science curriculum for all levels (K-8th).  
Because unduplicated families struggle to have age appropriate reading material at home, we will supply books of interest for our students in the library..**Budgeted Expenditures**

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$15,000                      | \$10,000                      | \$10,000                      |
| Source           | Base                          | Base                          | Base                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

|                  |                       |                               |                               |
|------------------|-----------------------|-------------------------------|-------------------------------|
| Amount           | N/A                   | \$5,000                       | \$5,000                       |
| Source           |                       | Supplemental                  | Supplemental                  |
| Budget Reference | Not Applicable<br>N/A | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

## Action 2

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

### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

### Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

Provide Professional Development for new Social Studies curriculum for instructional staff.

### 2018-19 Actions/Services

To ensure that teachers are high quality, engaging, and gain the ability to differentiate based on needs of our unduplicated students, we will provide Professional Development for Social Studies curriculum for instructional staff.

### 2019-20 Actions/Services

To ensure that teachers are high quality, engaging, and gain the ability to differentiate based on needs of our unduplicated students, we will provide Professional Development for instructional staff.

## Budgeted Expenditures

|                  |   |   |   |
|------------------|---|---|---|
| Year             | 2017-18   | 2018-19   | 2019-20   |
| Amount           | \$2,500   | \$2,500   | \$2,500   |
| Source           | Supplemental  | Supplemental  | Supplemental  |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |

### Action 3

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

#### Students to be Served:

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

Specific Student Groups: N/A  
[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: N/A  
[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

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

LEA-wide  
[Add Scope of Services selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

Purchase supplementary materials for struggling students.

#### 2018-19 Actions/Services

Due to the diverse needs of our unduplicated students, we will purchase supplementary materials for struggling students.

#### 2019-20 Actions/Services

Due to the diverse needs of our unduplicated students, we will purchase supplementary materials for struggling students.

students. We will hire a part-time aide to work in the classrooms.

### Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                                  |
|------------------|-------------------------------|-------------------------------|--|
| Amount           | \$2,000                       | \$1,500                       | \$1,200                                  |
| Source           | Supplemental                  | Supplemental                  | Supplemental                             |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies            |
| Amount           |                               |                               | \$8,880                                  |
| Source           |                               |                               | Supplemental                             |
| Budget Reference |                               |                               | 2000-2999: Classified Personnel Salaries |
| Amount           |                               |                               | \$2,603                                  |
| Source           |                               |                               | Supplemental                             |
| Budget Reference |                               |                               | 3000-3999: Employee Benefits             |

### Action 4

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

#### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

#### 2017-18 Actions/Services

Provide Academic Intervention (AI) for  
struggling students.

#### 2018-19 Actions/Services

Because unduplicated students need  
added and differentiate support, we will  
provide Academic Intervention (AI) for  
struggling students.

#### 2019-20 Actions/Services

Because unduplicated students need  
added and differentiate support, we will  
provide Academic Intervention (AI) for  
struggling students.

### Budgeted Expenditures

| Year                | 2017-18                       | 2018-19                       | 2019-20                       |
|---------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount              | \$1,000                       | \$500                         | \$500                         |
| Source              | Supplemental                  | Supplemental                  | Supplemental                  |
| Budget<br>Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

### Action 5

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

#### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth,  
and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide Supplemental Music/Fine Arts

2018-19 Actions/Services

Because our unduplicated families are  
unable to provide music and the arts on  
their own, we will provide Supplemental  
Music/Fine Arts

2019-20 Actions/Services

Because our unduplicated families are  
unable to provide music and the arts on  
their own, we will provide Supplemental  
Music/Fine Arts

### Budgeted Expenditures

| Year                | 2017-18   | 2018-19   | 2019-20   |
|---------------------|---|---|---|
| Amount              | \$4,000   | \$3,500   | \$3,500   |
| Source              | Supplemental  | Supplemental  | Supplemental  |
| Budget<br>Reference | 5800: Professional/Consulting<br>Services And Operating<br>Expenditures | 5800: Professional/Consulting<br>Services And Operating<br>Expenditures | 5800: Professional/Consulting<br>Services And Operating<br>Expenditures |

### Action 6

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth,  
and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

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 Action

Unchanged Action

Unchanged Action

### 2017-18 Actions/Services

Maintain HQ full time teacher to ensure appropriate instructional age grouping.

### 2018-19 Actions/Services

Because of the location of our district, maintaining a HQ teacher is difficult. In order to provide the best teacher to support our unduplicated students, an increase in salary benefits is essential to ensure continual employment.

### 2019-20 Actions/Services

Because of the location of our district, maintaining a HQ teacher is difficult. In order to provide the best teacher to support our unduplicated students, an increase in salary benefits is essential to ensure continual employment.

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$52,837  | \$52,837  | \$52,837  |
| Source           | Title I   | Title I   | Title I   |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>3000-3999 Employee Benefits | 1000-1999: Certificated Personnel Salaries<br>3000-3999 Employee Benefits | 1000-1999: Certificated Personnel Salaries<br>3000-3999 Employee Benefits |
| Amount           | \$18,113  | \$18,113  | \$18,113  |
| Source           | REAP  | REAP  | REAP  |
| Budget Reference | 3000-3999: Employee Benefits<br>1000-1999 Certificated Personnel Salaries | 3000-3999: Employee Benefits<br>1000-1999 Certificated Personnel Salaries | 3000-3999: Employee Benefits<br>1000-1999 Certificated Personnel Salaries |

# 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)

Unchanged Goal

## Goal 3

3. Increase parental involvement in decision-making and participation in activities by year 2019.

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

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

3. Present attendance at Stakeholder Meeting is 87% as measured by attendance accounting. We would like to increase parent involvement in decision-making and participation as identified in state Priority 3 (Parental Involvement):

A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 80% of parents will attend parent teacher conferences per year as measured by sign in sheets.

B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)

C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

## Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|---|--|--|--|--|
| <p>Priority 3 Parental Involvement</p> <p>A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., Stakeholder Meetings, Back-to-School Night, and board meetings will be offered to increase parent involvement .)</p> <p>B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)</p> | <p>Priority 3 Parental Involvement</p> <p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 65% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations,</p> | <p>Priority 3 Parental Involvement</p> <p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 70% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations,</p> | <p>Priority 3 Parental Involvement</p> <p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 75% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations,</p> | <p>Priority 3 Parental Involvement</p> <p>A. 100% of parents will receive an invite via ParentSquare, personal phone call, or flyers to seek input opportunities through, Stakeholder Meetings, Back-to-School Night and board meetings. 80% of parents will attend parent teacher conferences per year as measured by sign in sheets.</p> <p>B. 100% of parents will be invited to activities the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: Stakeholder Meetings, Back-to-School Night, Movie Nights, Annual Softball Tournament, Winter Program, Graduations,</p> |

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP. | Parent/Community BBQ, Awards Ceremony.)<br><br>C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP. | Parent/Community BBQ, Awards Ceremony.)<br><br>C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP. | Parent/Community BBQ, Awards Ceremony.)<br><br>C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP. | Parent/Community BBQ, Awards Ceremony.)<br><br>C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP. |

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

Continue Stakeholder Meetings throughout the school year.

#### 2018-19 Actions/Services

In order to ensure the voice of our unduplicated parents, we will continue Stakeholder Meetings throughout the school year.

#### 2019-20 Actions/Services

In order to ensure the voice of our unduplicated parents, we will continue to get stakeholder feedback by stakeholder meetings, stakeholder surveys, and stakeholder questionnaires throughout the school year.

### Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$500                         | \$200                         | \$200                         |
| Source           | Supplemental                  | Supplemental                  | Supplemental                  |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

### Action 2

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue with parent, family and school informational notices through weekly newsletter.

2018-19 Actions/Services

Continue with parent, family and school informational notices through weekly newsletter.

2019-20 Actions/Services

Continue with parent, family and school informational notices through weekly newsletter.

## Budgeted Expenditures

| Year             | 2017-18                       | 2018-19                       | 2019-20                       |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount           | \$400                         | \$400                         | \$400                         |
| Source           | Base                          | Base                          | Base                          |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

## Action 3

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

### Students to be Served:

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

All

[Add Students to be Served selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Meet and Greet social hour between  
school staff, teachers, administration,  
board members and parents.  
Back- to- School Night  
Parent/Community BBQ  
Awards Ceremony  
Kindergarten Graduation/8th Grade  
Graduation  
Winter Program  
Movie Night

#### 2018-19 Actions/Services

Meet and Greet social hour between  
school staff, teachers, administration,  
board members and parents.  
Back- to- School Night  
Parent/Community BBQ  
Awards Ceremony  
Kindergarten Graduation/8th Grade  
Graduation  
Winter Program  
Movie Night

#### 2019-20 Actions/Services

Meet and Greet social hour between  
school staff, teachers, administration,  
board members and parents.  
Back- to- School Night  
Parent/Community BBQ  
Awards Ceremony  
Kindergarten Graduation/8th Grade  
Graduation  
Winter Program  
Movie Night

### Budgeted Expenditures

| Year                | 2017-18                       | 2018-19                       | 2019-20                       |
|---------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount              | \$500                         | \$800                         | \$800                         |
| Source              | Base                          | Base                          | Base                          |
| Budget<br>Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

### Action 4

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

#### Students to be Served:

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

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: N/A

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

To address our need for parent communication we will continue to implement a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.

**2018-19 Actions/Services**

To address our need for parent communication we will maintain a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.

**2019-20 Actions/Services**

To address our need for parent communication we will maintain a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.

**Budgeted Expenditures**

| Year             | 2017-18              | 2018-19              | 2019-20              |
|------------------|----------------------|----------------------|----------------------|
| Amount           | \$600                | \$600                | \$600                |
| Source           | Supplemental         | Supplemental         | Supplemental         |
| Budget Reference | 5900: Communications | 5900: Communications | 5900: Communications |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$25,799

Percentage to Increase or Improve Services

15.11%

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).

Linns Valley-Poso Flat is a one school district and as such, all action steps that are schoolwide are also district wide. The percentage of unduplicated pupils at Linns Valley-Poso Flat Union School District is approximately 59%, which is the reason all of our actions and services are provided on a District wide basis.

Many of our Low Income students have little to no access at home to devices that connect them to the internet. Many of Low Income students do not have access to a neighborhood library where they could find STEM related materials. Many of our Low Income students have very limited travel experiences and trips which help teachers build on classroom instruction and expose students to worlds outside their own.

In consideration of the low performance in ELA and Math as reported on the Dashboard and the reported circumstances of Low Income students, we plan to:

- \* Continue student participation in the Small Schools Consortia activities for all students including low income and any future foster youth/homeless (Goal 1, Action 1)
- \* Reward and reinforce perfect attendance (Goal 1, Action 2)
- \* Purchase books of interest for the student library (Goal 2, Action 1)
- \* Provide professional development for teachers (Goal 2, Action 2)
- \* Purchase supplemental materials for struggling students (Goal 2, Action 3)

- \* Hire a classroom aide to assist the teacher and reinforce the instruction being taught in the classroom (Goal 2, Action 3)
- \* Supplemental Materials for academic intervention in small group or one-on-one setting (Goal 2, Action 4)
- \* Provide supplemental Music/Fine Arts (Goal 2, Action 5)
- \* Continue Stakeholder feedback through meetings, surveys, and questionnaires (Goal 3, Action 1)
- \* Maintain the web based program called ParentSquare as a form of immediate communication with parents (Goal 3, Action 4)

We believe these actions will support our unduplicated students in improving their performance in each of our goals:

#### GOAL #1

Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.

#### GOAL #2

By 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and administrative observation. Increase student achievement to ensure College and/or career ready.

#### GOAL #3

Increase parental involvement in decision-making and participation in activities by year 2019.

These goals are described in our Expected Annual Measurable Outcomes for 2019-2020 LCAP (Local Control Accountability Plan). Attendance and participation reports will be viewed monthly to keep track of school attendance. Compare last years participation rates via last years sign in sheets to next years sign-in sheets. Accelerated Reader reports will be viewed on a monthly basis to view students progress in reading and math levels.

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$16,919

9.30%

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).

59% of the students at Linns Valley School, represent unduplicated pupils. There are no Foster children and no English language learners. Due to this high percentage, funds will be used in a District-Wide/School-Wide manner, with the funds principally directed to meet the needs of the unduplicated student population. Students will be served to meet their needs. By providing expenditures district-wide, Linns Valley will best serve all students, specifically our targeted pupils.

Services for low-income, Foster youth and English language learners will be increased/improved as identified in the above sections of this Local Control Accountability Plan.

- \* Continue participation in Small Schools Consortia activities
- \* Increase Professional Development
- \* Increase Supplementary LA and Math materials for struggling students
- \* Continue Plan for Positive Reinforcement to increase daily Attendance
- \* Increase Parental Involvement

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$7,624

4.63%

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).

59% of the students at Linns Valley School represent unduplicated pupils. There are no Foster children and no English language learners. Due to this high percentage, funds will be used in a District-wide/school-wide manner, with the funds principally directed to meet the needs of the unduplicated student population. Students will be served to meet their needs. By providing expenditures district-wide, Linns Valley will best serve all students, specifically our targeted pupils.

Services for low-income, Foster youth and English language learners will be increased/improved as identified in the above sections of this Local Control Accountability Plan.

- Continue participation in Small Schools Consortia activities
- Increase Professional Development
- Increase Supplementary LA and Math materials for struggling students
- Continue Plan for Positive Reinforcement to increase daily Attendance

Increase Parental Involvement

# Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

## Stakeholder Engagement

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

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

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

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

| Total Expenditures by Funding Source |                                      |                                    |            |            |            |  |
|--------------------------------------|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Funding Source                       | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18    | 2018-19    | 2019-20    | 2017-18<br>through<br>2019-20<br>Total |
| All Funding Sources                  | 103,950.00                           | 88,975.13                          | 103,450.00 | 103,950.00 | 115,133.00 | 322,533.00                             |
|                                      | 0.00                                 | 0.00                               | 0.00       | 0.00       | 0.00       | 0.00                                   |
| Base                                 | 16,200.00                            | 610.91                             | 18,900.00  | 16,200.00  | 16,200.00  | 51,300.00                              |
| REAP                                 | 18,113.00                            | 15,844.00                          | 18,113.00  | 18,113.00  | 18,113.00  | 54,339.00                              |
| Supplemental                         | 16,800.00                            | 10,900.22                          | 13,600.00  | 16,800.00  | 27,983.00  | 58,383.00                              |
| Title I                              | 52,837.00                            | 61,620.00                          | 52,837.00  | 52,837.00  | 52,837.00  | 158,511.00                             |

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

| Total Expenditures by Object Type                                    |                                      |                                    |            |            |            |  |
|--|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Object Type  | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18    | 2018-19    | 2019-20    | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types  | 103,950.00                           | 88,975.13                          | 103,450.00 | 103,950.00 | 115,133.00 | 322,533.00                             |
|  | 0.00                                 | 0.00                               | 0.00       | 0.00       | 0.00       | 0.00                                   |
| 1000-1999: Certificated Personnel Salaries                           | 52,837.00                            | 50,144.00                          | 52,837.00  | 52,837.00  | 52,837.00  | 158,511.00                             |
| 2000-2999: Classified Personnel Salaries                             | 1,500.00                             | 1,339.82                           | 1,500.00   | 1,500.00   | 10,380.00  | 13,380.00                              |
| 3000-3999: Employee Benefits   | 18,113.00                            | 27,320.00                          | 18,113.00  | 18,113.00  | 20,716.00  | 56,942.00                              |
| 4000-4999: Books And Supplies  | 19,900.00                            | 6,190.61                           | 20,900.00  | 19,900.00  | 19,600.00  | 60,400.00                              |
| 5800: Professional/Consulting Services And<br>Operating Expenditures | 6,000.00                             | 3,481.70                           | 6,500.00   | 6,000.00   | 6,000.00   | 18,500.00                              |
| 5900: Communications   | 600.00                               | 499.00                             | 600.00     | 600.00     | 600.00     | 1,800.00                               |
| 6000-6999: Capital Outlay  | 5,000.00                             | 0.00                               | 3,000.00   | 5,000.00   | 5,000.00   | 13,000.00                              |

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

| Total Expenditures by Object Type and Funding Source              |                     |   |                                       |            |            |            |  |
|---|---------------------|---|---------------------------------------|------------|------------|------------|--|
| Object Type   | Funding Source      | 2018-19<br>Annual<br>Update<br>Budgeted | 2018-19<br>Annual<br>Update<br>Actual | 2017-18    | 2018-19    | 2019-20    | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types   | All Funding Sources | 103,950.00                              | 88,975.13                             | 103,450.00 | 103,950.00 | 115,133.00 | 322,533.00                             |
|   |                     | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 0.00       | 0.00                                   |
| 1000-1999: Certificated Personnel Salaries                        | REAP                | 0.00                                    | 9,000.00                              | 0.00       | 0.00       | 0.00       | 0.00                                   |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 52,837.00                               | 41,144.00                             | 52,837.00  | 52,837.00  | 52,837.00  | 158,511.00                             |
| 2000-2999: Classified Personnel Salaries                          | Supplemental        | 1,500.00                                | 1,339.82                              | 1,500.00   | 1,500.00   | 10,380.00  | 13,380.00                              |
| 3000-3999: Employee Benefits                                      | REAP                | 18,113.00                               | 6,844.00                              | 18,113.00  | 18,113.00  | 18,113.00  | 54,339.00                              |
| 3000-3999: Employee Benefits                                      | Supplemental        | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 2,603.00   | 2,603.00                               |
| 3000-3999: Employee Benefits                                      | Title I             | 0.00                                    | 20,476.00                             | 0.00       | 0.00       | 0.00       | 0.00                                   |
| 4000-4999: Books And Supplies                                     | Base                | 11,200.00                               | 610.91                                | 15,900.00  | 11,200.00  | 11,200.00  | 38,300.00                              |
| 4000-4999: Books And Supplies                                     | Supplemental        | 8,700.00                                | 5,579.70                              | 5,000.00   | 8,700.00   | 8,400.00   | 22,100.00                              |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental        | 6,000.00                                | 3,481.70                              | 6,500.00   | 6,000.00   | 6,000.00   | 18,500.00                              |
| 5900: Communications  | Supplemental        | 600.00                                  | 499.00                                | 600.00     | 600.00     | 600.00     | 1,800.00                               |
| 6000-6999: Capital Outlay   | Base                | 5,000.00                                | 0.00                                  | 3,000.00   | 5,000.00   | 5,000.00   | 13,000.00                              |

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

| Total Expenditures by Goal |                                      |                                    |           |           |            |  |
|----------------------------|--------------------------------------|------------------------------------|-----------|-----------|------------|--|
| Goal                       | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18   | 2018-19   | 2019-20    | 2017-18<br>through<br>2019-20<br>Total |
| Goal 1                     | 8,000.00                             | 2,777.68                           | 6,000.00  | 8,000.00  | 8,000.00   | 22,000.00                              |
| Goal 2                     | 93,950.00                            | 84,986.29                          | 95,450.00 | 93,950.00 | 105,133.00 | 294,533.00                             |
| Goal 3                     | 2,000.00                             | 1,211.16                           | 2,000.00  | 2,000.00  | 2,000.00   | 6,000.00                               |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source |                                      |                                    |         |         |         |
|---|--------------------------------------|------------------------------------|---------|---------|---------|
| Funding Source  | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources   |                                      |                                    |         |         |         |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source |                                      |                                    |         |         |         |
|---|--------------------------------------|------------------------------------|---------|---------|---------|
| Funding Source  | 2018-19<br>Annual Update<br>Budgeted | 2018-19<br>Annual Update<br>Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources   |                                      |                                    |         |         |         |