

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)

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

LEA Name	Twain Harte School District		
Contact Name and Title	Rick Hennes, Superintendent	Email and Phone	Rhennes@twainharteschool.com 209-586-3772

2017-20 Plan Summary

THE STORY

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

Twain Harte School is a small rural school located in Tuolumne County and is the only school in the district. We served 259 students in 2016-2017 and 246 is the projected student enrollment in grades K-8 in 2017-2018. Our school district boundaries include thousands of acres of uninhabited US Forest Service lands. Consequently, Twain Harte School is a basic aid funded district due to the property taxes generated by these seasonal homes that do not yield a student population.

The district has closed two schools in the last 5 years due to declining enrollment. The student population is not overly diverse. In the 16-17 school year we had two students designated as English Language Learners. 95% of our student families identify themselves as white. 61.49% of our students in 2016-2017 qualified for the free or reduced lunch program down 2% from the previous year. In the 16-17 school year we had 21 students with IEP’s and 4 students on 504 plans. There is one teacher per grade level and we will have two credentialed teachers providing remedial instruction in math, writing and reading for the 17-18 school year.

LCAP HIGHLIGHTS

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

During the 2016-17 school year there were major changes in the district and school administration. A new superintendent, who was to work part time, began right before school started. In February there was a change in principals at the school and the superintendent took over as interim principal. Therefore, there were many changes to school policies that took place midyear. This LCAP represents far greater input from certificated and classified employees than past LCAP's.

There has been more emphasis on academic standards and multiple measures of achievement to guide instruction. We are also cutting back on the amount of music time and adding a half time credentialed art teacher. In addition, there is a greater emphasis on staff training for implementation of current adoptions and other ancillary programs that were not fully implemented. Finally, a GATE coordinator has been hired from staff and new board policies were adopted for a GATE program implementation beginning in 17-18 that will serve students 3rd-8th grade.

With the adoption and implementation of new ELA curriculum in the 2016-17 and 2017-18 school year all students will have sufficient access to the standards-aligned instructional materials. Support through our consultant and attendance at workshops will assist the staff in full implementation.

The school attendance rates will increase with the new policies and actions regarding chronic absenteeism. These actions are de-lineated in the LCAP. Our middle school drop-out rate was 0 in 2015-16 and 2016-17.

REVIEW OF PERFORMANCE

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

Our student's grades 3-8 overall improved their SBAC s scores from the previous year but a few grade levels did not make satisfactory gains. We will continue to provide training in the ELA adoptions to all staff and also implement writing assessments 3 times a year to improve writing abilities.

The school maintained the additional support of a school counselor, Treehouse program for grades K-2 and the Good Will Ambassador to assist students with social and emotional needs.

The staff agreed to minimum days every Wednesday instead of 2 times a month to increase staff interaction and curriculum development.

The GATE program is now in place with an on- site coordinator which will provide additional educational opportunities for our identified students.

The school's math scores were significantly higher per the 16-17 Dashboard as compared to previous years with a 27.1 point gain. This was due to a strong emphasis on the new math adoption, Eureka Math and extra instructional time devoted to math. Our ELA dashboard scores went up 22.3 points and that can be attributed to the adoption of a new ELA instructional program in grades 3-5 as well as significant additional training the ELA adoption for grades K-2. The 6th-8th grade ELA will have a new adoption for the 17-18 school year, which should align with the SBAC tests.

GREATEST PROGRESS

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

GREATEST NEEDS

A local indicator is chronic absenteeism and tardiness not diminishing thus interrupting prime instruction time for students. 50% of students were absent less than 5%. 33% were absent between 5-10%. 14% of students were absent 10-20% and 3% were absent more than 20%. New student behavior rules and consequences are being re-written, along with a new student referral form. Changes to the student/parent handbook will communicate this information to students as well as parents.

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

PERFORMANCE GAPS

The only performance gap noted were the math scores for all students in comparison to our socioeconomically disadvantaged subgroup. With the addition of a credentialed teacher to serve lower performing students in math, reading and writing for the 17-18 school year, this should have a great impact. Greater use of the Front Row program as a remedial program in math should also have a significant impact. Suspension rates were red overall and within the range of the 2 subgroups.

INCREASED OR IMPROVED SERVICES

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

The school will be adding a certificated staff member to focus on students in grades 4-8 who have performed below grade level in writing, reading comprehension/decoding and in math. This will be a pull out program that will provide these students additional curriculum and instruction in those 3 areas mentioned.

In the primary grades the program known as Centers of Excellence will continue in the afternoon for 30 minutes each day with certificated and para professionals individualizing instruction for students in reading. The Title 1 program will continue for grades K-3 in reading with a certificated teacher identifying students who are performing below grade level via a DIBELS assessment.

New attendance procedures will be in place, which will include on site meetings with parents and students to address excessive absences.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,454,261
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$433,062

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

The General Fund budget includes all teacher’s salaries, non-instructional support salaries, related statutory payroll costs, and retiree benefits. Supply budgets for both student instructional needs and the needs of operating the day-to-day school district are also included. The operational costs for student housing, technology infrastructure and support, maintenance and operations and home to school transportation are also included. The excess cost for providing instruction to our county served special education population is also included in the general fund expenditures.

\$ 2,292,841	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1

Creating rigorous learning opportunities for all students through Common Core implementation and technology infused learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ANNUAL MEASURABLE OUTCOMES

The end of the year DIBELS benchmark assessments for the 2014-2015 school year showed that 20% of our 2nd graders needed intensive support. The goal for the end of the 2015-2016 school year from the previous LCAP had 15% of our second graders needing intensive support by the end of the year. The end of the year assessments for the 2015-2016 school year showed 95% of our second graders in the core support, 5% at strategic and 0% in the intensive support category. The first grade class finished the '15-'16 school year with 87.5% in core support, 12.5% in strategic support, and 0 in intensive support.

Even though we have had marked growth in this area and have more than meet this goal for the '15-'16 school year, we will continue to monitor this area to ensure our reading program is on track in our primary grades. The results of the STAR Reading test noted below show a large percentage of the 1st graders needing support at the end of the '15-'16 school year, so we will continue to keep this goal in place.

Our 7th grade Language Arts report card average grade was at 77% for the third trimester of the 2014-2015 school year. The third trimester of the 2015-2016 school year shows an average language arts grade of 97%. This is due in part to the different makeup of the students in those two classes. The goal from last year's LCAP had the 7th grade report card average for Language Arts rising to 80% in the 2015-2016 school year. Again, we have clearly surpassed that goal. The 7th graders from the '14-'15 school year finished the '15-'16 school year with a language arts grade average of 82.6% as 8th graders. The same cohort of students increased this metric by more than

ACTUAL

The 16-17 3rd grade SBAC scores in ELA went up to 62% proficient or above from 48% in 15-16. 4th grade went from 52% proficient or above to 40%. 5th grade went to 57% from 48%.

5% and met the goal for the year. We will continue to monitor the 7th grade language arts grades as a measure of success in our upper grades.

This year we fully implemented the STAR Reading online program in 1st- 6th grades to help benchmark our students' reading abilities.

The results of the Spring assessment are as follows:

	At or above benchmark	On Watch	Intervention needed	Urgent Intervention
1st Grade	59%	18%	5%	18%
2nd Grade	82%	4%	14%	0%
3rd Grade	54%	17%	21%	8%
4th Grade	77%	13%	6%	3%
5th Grade	57%	20%	6%	17%
6th Grade	61%	6%	6%	28%

We will use the STAR reading assessment results to help measure the success of our tier 1 reading program and tier 2 interventions for future years. Specifically, we will monitor the grade levels with the highest number of students requiring "Urgent Intervention" (6th, 1st and 5th grades) to ensure that these groups of students are on grade level with their reading abilities.

In the 2015-2016 school year, we explored using the Smarter Balanced Interim Assessments to help provide data on student performance. We found that the results of these assessments were not specific enough for our teachers to use these as a valuable tool for guiding their instruction.

We have begun to use Front Row, an online program with many of our students. We have gathered benchmark data from that program, and will compare it with the results of the Smarter Balanced Summative Assessments to see if there is a good "correlation" between these two measures as we move forward to

find a good tool to benchmark our students' academic progress. Student technology access will be measured by results on the BrightBytes Clarity survey. The survey completed in the 2014-2015 school year indicated only 8% of our students have access to 1:1 computers in the classroom. For the 2015-2016 school year, the BrightBytes survey showed 58% of our students indicating that they had 1:1 access in the classroom.

100% of teachers are in proper assignments.

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 **1.0**

Actions/Services	PLANNED Adopt and purchase new ELA curriculum and materials aligned to state standards for grades 3-8	ACTUAL The school bought ELA textbooks for grades 3-5 and ordered a new adoption for 6 th grade to begin in 2017-2018.
Expenditures	\$30,300 LCFF Supplemental/ Concentration Resource 0920 Object 4100	\$44,174 Supplemental/ Concentration Resource 0920 Object 4100

Action **2.0**

Actions/Services	PLANNED Provide professional development for both certificated and classified staff around implementation of CCCSS- focused on ELA & NGSS	ACTUAL Consultant was on campus 5 times to assist staff with ELA curriculum and adoption. There was not training or movement in NGSS.
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Expenditures

BUDGETED
\$13,000 LCFF Supplemental/ Concentration Resource 0000 Object 1100 Sub-Object 01 and related Object 3XXX and Object 5200.

ESTIMATED ACTUAL
\$4,267 LCFF Supplemental/ Concentration Resource 0000 Object 5200.

Action

3.0

Actions/Services

PLANNED
Increase student technology access in the classroom with student devices (iPads and Chromebooks) to a 100% ratio of 1:1 devices in 3rd-8th grade (approximately 20 new devices total).
Additionally, provide iPads to special Education classes and to Title 1 class (10 new devices). Purchase charging cart, cases and Applecare for new iPads. Provide 3 new cloud-based printers for student devices.

ACTUAL
45 student devices purchased.

Expenditures

BUDGETED
\$50,000
LCFF Supplemental/ Concentration Resource 0008
Object 4400. Insufficient revenue in Title I and Sp. Ed. programs to contribute toward technology purchases.

ESTIMATED ACTUAL
\$38,452
LCFF Supplemental/ Concentration Resource 0008 Object 4400.

Action **4.0**

<p>Actions/Services</p>	<p>PLANNED Provide a full-time music teacher to enhance student learning by incorporating music instruction to all students Provide 3 new cloud-based printers for student devices.</p>	<p>ACTUAL Music teacher left midyear The superintendent recommended a reduction to .5 FTE for 17-18 school year There was not enough need for 1.0 FTE.</p>
<p>Expenditures</p>	<p>BUDGETED \$82,874 LCFF Supplemental/ Concentration Resource 0913 Objects 1XXX-3XXX</p>	<p>ESTIMATED ACTUAL \$66,503 LCFF Supplemental/ Concentration Resource 0913 Objects 1XXX-3XXX</p>

Action

5.0

Actions/Services

PLANNED Purchase new musical instruments or repair existing ones. Provide ongoing supply, maintenance and repair budget for music program.	ACTUAL Bought entire budget allocation for instruments
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Expenditures

BUDGETED \$15,000 LCFF Supplemental/ Concentration for new instruments, \$5,000 ongoing supplies and maintenance budget LCFF Supplemental/ Concentration funds - Resource 0054 Objects 4XXX-6XXX	ESTIMATED ACTUAL \$17,577 Supplemental/ Concentration for new instruments, \$5,000 ongoing supplies and maintenance budget LCFF Supplemental/ Concentration funds - Resource 0054 Objects 4XXX-6XXX
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Action

6.0

Actions/Services

PLANNED Provide funds for field trips for all grade level, but particularly for 6th grade science camp and 8th grade LAIR to help offset some of the cost for families that are unable to pay for these trips.	ACTUAL All grade levels were given the allocation for their field trips and overnight activities for leadership development.
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Expenditures

BUDGETED \$7,500 LCFF Supplemental/ Concentration funds Resource 0000	ESTIMATED ACTUAL \$5,366 LCFF Supplemental/ Concentration funds Resource
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Object 5800 District
Defined 8100-8306

0000
Object 5800 District
Defined 8100-8306

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.

ELA Curriculum in grades 6 has been purchased and grades 7 & 8 will be purchased in the Fall. The same teacher will be implementing and instructing. A consultant from Knox and Associates met with individual staff members and the staff as a whole to work on improving the ELA scores. Additional student devices were budgeted in last year's LCAP to replace old i-Pads and Chromebooks. We did not purchase cloud based printers due to wiring issues, the County will evaluate our system. The 16-17 full time music/band was replaced by a half time music/band teacher in the 17/18 year due to lack of student participation. The musical instruments were purchased exceeding budget. All grade levels were allocated budget for student educational field trips. Additional budget was provided to 6th grade to offset the costs to families. The 8th grade students were given additional monies toward their annual trips.

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

Grades 3, 5, 6 and 7 SBAC scores reflected growth, Grade 4 declined slightly. Students had access to their own devices when needed, including grades 3-8 for SBAC testing. Teachers are using more technology based instruction in order to provide variety to all students. The music/band students did not benefit as was expected. The music enrollment started out higher than the previous year and dwindled over the course of the year. New instruments were purchased. This allows students to have educational opportunities to see the ocean, plays and musicals that tie into their curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the adoptions increased from the publisher and was greater than originally budgeted. The consultant donated two days and there was minimal work on the NGSS so in 17-18 there will be additional training for staff, stipends, and instructional materials. There was an approximate \$12K difference in student device expenditures. The music teacher did not fulfill the contracted school year and the entire budgeted amount was not spent. Instruments purchased exceed the budget by \$3K. The \$2,000 difference between budget and actuals was due to cancellation of field trips due to inclement weather.

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.

Textbooks for 7th & 8th grade will be purchased in the Fall and partial implementation will take place during 17-18 with full implementation in 18-19. The consultant budget will remain the same for 17-18 support. Representatives from the school will be attending NGSS framework and SBAC testing workshops. For the 17-18 school year one set of i-Pads has been ordered allowing special education students more access to technology while in resource or intensive remedial programs in grades K-8. A credentialed music teacher with elementary and secondary experience has been hired for .5 FTE for 17-18. There was a one time budget allocation to improve the inventory of instruments. The budget was increased from \$7,500 to \$15K for provide financial relief for 6th and 8th grade to attend special activities.

Goal 2

Goal #2 Student Supports

Provide academic, social/emotional, and behavioral supports for identified groups of children.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Baseline Attendance rates (2014-2015 school year) was 94.32%. Increase attendance rate to 95% for the 2016-2017 school year.

Parent survey indicated a lack of activities for advanced students with only 38% saying that there were daily, engaging learning activities for advanced students. The goal will be to increase this to 50% by the end of the '16-'17 school year.

In the 2014-2015 school year we had 5 students referred for Special Education assessments who did not qualify. In the 2015-2016 school year that number dropped to 0 students. We will work to continue to have a 0% rate of students who are referred for special education assessments who do not qualify. This indicates a strong Tier 1 and Tier 2 program where students who are struggling are either given the support to be successful at a lower level, or specific learning disabilities are discovered and addressed through the IEP process.

Increased number of students identified as GATE. Currently we do not have a GATE identification protocol. By the end of the 2016-2017 establish an identification process for GATE students, and begin to identify students for GATE activities.

ACTUAL

The special education consultant was on campus every other week and provided assistance on difficult IEP's and made recommendations to our resources specialist on new curriculum.
GATE program is now in place for 17-18
The staff needs more training on differentiating instruction in the classroom. Title 1 staff and RSP staff did an excellent job of collaborating with staff on proving remediation to students in need.
2016-17 attendance for grades K-8 was 95.29

Our expulsion rate for the 2015-2016 school year was 0%. We will continue to work on having a 0% expulsion rate.

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	1.0	
Actions/Services	<p>PLANNED Continue working with our Special Education consultant to ensure fidelity of our special ed programs, compliance with state and federal regulations, effective lesson delivery and the proper use of recently purchased materials. Consultant will work with special education teachers, Title I teacher and administration during bi-weekly meetings after school. Consultant will also work with General education teachers during monthly early release days.</p>	<p>ACTUAL The teachers worked with the consultant to familiarize themselves with best practices for remediation and also support conducting effective IEP's .He provided agendas and summaries to the staff he serviced and to the administration of all meetings.</p>
Expenditures	<p>\$13,917 consulting Educator Effectiveness Grant Resource 6264 Objects 1XXX-3XXX</p>	<p>\$8,395 consulting Educator Effectiveness Grant Resource 6264 Objects 1XXX-3XXX</p>

Action	2.0	
Actions/Services	<p>PLANNED Continue the school counselor time at two days a week to get into the classrooms to teach proactive lessons about conflict</p>	<p>ACTUAL Fully Implemented.</p>

	resolution, bullying, making good choices, and other topics.	
Expenditures	\$35,636 LCFF Supplemental/ Concentration \$31,176 Resource 0000 Objects 2XXX-3XXX Function 3110 District Defined 7090 \$4,460 Resource 3010 Objects 2XXX-3XXX Function 3110	\$28,864 LCFF Supplemental/ Concentration \$31,176 Resource 0000 Objects 2XXX-3XXX Function 3110 District Defined 7090 \$4,460 Resource 3010 Objects 2XXX-3XXX Function 3110

Action **3.0**

Actions/Services	PLANNED Continue to fund the “Treehouse” Primary Intervention program to help identified younger students with school adjustment issues	ACTUAL Fully Implemented.
Expenditures	\$24,040 LCFF Supplemental/ Concentration Resource 0929 Objects 2XXX-3XXX	\$25,163 LCFF Supplemental/ Concentration Resource 0929 Objects 2XXX-3XXX

Action **4.0**

Actions/Services	PLANNED Provide a GATE coordinator to work with teachers and parents in create a GATE program.	ACTUAL A GATE coordinator was hired at the end of the year and a partial stipend was paid for GATE planning work accomplished.
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Expenditures

\$10,000 LCFF S&C
(\$3,000 stipend, \$7,000 Memberships,
training, supplies, & curriculum) Resource
0919
Objects 1XXX-5XXX

\$356 LCFF S&C Partial stipend. Resource 0919 Objects
2XXX-3XXX.

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 special education consultant provided quality services every other week. He made some changes to the to the delivery model for special education and Title I for 17-18. The school counselor was on campus as scheduled. He provided support to students assigned to him on a regular basis and/or made referrals to other agencies when necessary. The treehouse program is an exemplary program for the school. No changes will be made for the 17-18 school year. The GATE coordinator job description, salary and hiring was completed in Spring 2017. The new guidelines were approved by the school board and will seek to identify students in grades 3-8. The 16-17 LCAP goal is to have the program fully functional was not achieved.

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

The school had no requests for fair hearings on special education placements. All IEP goals and timelines were followed and met. Appropriate students were exited. Previously purchased curriculum was utilized giving them best instructional practices. Counseling was provided to needy students. The meetings with students are confidential so there isn't any way to quantify the results except for staff observation and student behavior. Since the Treehouse program is confidential in nature, effectiveness is measured by staff and parent comments and surveys which are always very positive. This action item was not effectively implemented early enough in the 16-17 year to provide the articulated goal, but that has been rectified for the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures and actual expenditures was the choice that the consultant made not to provide as much support as the staff gained experience and expertise. The counselor did not work all of the days contracted so the budget was not fully expended. There is no budgeted difference in the Treehouse program. The new GATE coordinator wasn't hired until May, 2017 hence the difference in the budgeted expenditures and the actual expenditures.

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

The consulting agreement was a two year program for the 15-16 and 16-17 school year which was implemented due to the district hiring two new RSP teachers in the district. Due to budget constraints the counselor was reduced but he will continue to provide two days a week for a total of 12 hours per week. No changes will be made to the Treehouse goal. No changes in this goal from the prior year; just need to have full implementation for 17-18.

Goal 3

Focus on developing a positive school climate and culture where all students and parents feel welcome and included.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Only 3 of the 14 teachers responded positively to the question “The campus and facilities are in good repair.” 50% of the teachers were neutral to that question, and 4 were negative. Three teachers specifically commented on the looks of the campus. For the ‘16-’17 school year we will decrease the neutral or negative responses from the teachers to 50%.

17 of the 67 or 27% of the students surveyed were neutral on the question “The Grounds are in good shape.” 45% of the students were neutral or negative to the question “The campus is clean” and 28% of students were neutral or negative on the question “My classroom makes me want to learn.”

Our identified Middle School Drop Out Rate from the 2014-2015 school year was 0%. We will work to continue to have a 100% enrollment in 9th grade.

The baseline Chronic Absentee rate for the 2014-2015 school year was calculated at 19.9%. In the 2015-2016 school year this number increased slightly to 20%. We will work on bringing the chronic absentee rate down to 18% in the ‘16-’17 school year.

In the 2014-2015 school year we had 129 office referrals and 20 suspensions. In the 2016-17 school year we will reduce referrals to 95 and suspensions to 12.

ACTUAL

Due to the change in the Principal position mid-year, the questions used in previous surveys for comparison were not able to be utilized.

During the Summer of 2017 there are major renovation and improvements to the facilities, including exterior painting, new flooring in the cafeteria and school entry way, as well as modernization to four student restrooms.

We will improve the overall attendance by at least 2% ADA for the next school year.

Our FIT score for June 2017 was 93.75 which was still in the “good” rating.

The Middle School Drop Out rate for the 2016-17 school year 0%

The chronic absence rate continued at around 20% which did not meet the expected goal. There are new attendance procedures and follow-up in place that should allow the school to meet its 18% goal.

The office referrals in 2016-17 went down to less than 100 and we had a total of 12 suspensions attributed to 6 students.

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	1.0	
Actions/Services	<p>PLANNED Continue Safe School Ambassador program to oversee positive intervention programs.</p>	<p>ACTUAL Fully Implemented.</p>
Expenditures	<p>\$9,140 LCFF Supplemental/ Concentration Resource 0000 Object 2400-3XXX Function 2700</p>	<p>\$9,333 LCFF Supplemental/ Concentration Resource 0000 Object 2400-3XXX Function 2700</p>

Action	2.0	
Actions/Services	<p>PLANNED Purchase new outside furniture (tables and benches) and trash and recycling receptacles to help improve the look and feel of the campus</p>	<p>ACTUAL Purchased and installed.</p>
Expenditures	<p>\$22,400 LCFF Base Fund 14 Object 4400</p>	<p>\$20,278 LCFF Base Fund 14 Object 4400</p>

Action **3.0**

<p>Actions/Services</p>	<p>PLANNED Purchase new classroom furniture for 4 upper grade classrooms to allow teachers to have more options in instructional grouping to better match new teaching techniques and styles.</p>	<p>ACTUAL Postponed for a future year.</p>
<p>Expenditures</p>	<p>\$60,000 LCFF Base Resource 0000 Object 4400 Function 1000</p>	<p>\$0 LCFF Base Resource 0000 Object 4400 Function 1000</p>

Action **4.0**

<p>Actions/Services</p>	<p>PLANNED Purchase new wrestling mats and volleyball standards to help support or sports program</p>	<p>ACTUAL Purchased both.</p>
<p>Expenditures</p>	<p>\$20,000 LCFF Base Resource 0000 Object 4400 Function 4100</p>	<p>\$16,510 LCFF Base Resource 0000 Object 4400 Function 4100</p>

Action **5.0**

Actions/Services

<p>PLANNED Purchase Character Counts! Curriculum to be used in all classes and Second Step curriculum for grades 6-8 to supplement curriculum purchased for grades K-5 in the '16-'17 school year.</p>	<p>ACTUAL Student plaques purchased.</p>
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Expenditures

<p>\$5,000 Lottery Resource 1100 Object 4300 Dist. Defined 0007</p>	<p>\$364 Lottery Resource 1100 Object 4300 Dist. Defined 0007</p>
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Action **6.0**

Actions/Services

<p>PLANNED Provide classroom art teacher 1 day per week for all grade levels.</p>	<p>ACTUAL Students received the equivalent of classroom art every other week instead of weekly.</p>
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Expenditures

<p>\$19,383 LCFF Base Resource 0913 Objects 1XXX-3XXX</p>	<p>\$14,000 LCFF Base Resource 0913 Objects 1XXX-3XXX</p>
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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 Safe School Ambassador program was fully implemented for grades 3-8. Students could make self referrals, recommended by their parents or a staff recommendation. New outside furniture was purchased in the fall and enhances the appearance of the school campus. Classroom furniture was not purchased as staff stated to the administration that it wasn't necessary and there were greater needs. Wrestling mats and volleyball standards were purchased to replace old failing equipment. Character Counts curriculum was not implemented for 6th – 8th grades. Due to illness of the artist-in-residence, she was unable to fulfill about 1/3 of her time allocated. All students received an equal amount of the time that she was able to perform her duties.

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

Since this program is confidential in nature regarding student and staff conversations or activities, the effectiveness is measured by staff and parent comments and surveys which are always very positive. This purchase was part of a larger district goal to improve the appearance of the school campus. This was a concern reflected in the staff, parent and student surveys. Classroom furniture goal not implemented. Wrestling mats and volleyball standard were purchases necessary to provide safe and acceptable equipment for our student athletes. Even though the Character Counts curriculum was not purchased for grades 6th – 8th there was no noticeable increase in disciplinary referrals or classroom behavior issues. Students in all grade levels were exposed to a variety of art projects that they would not receive if the general education teacher was providing the art instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences with the Safe School Ambassador budget versus actual. Approximately \$5,000 was not spent and will be carried over to the next school year due to the illness of the artist-in-residence. There were no differences in exterior furniture budgeted expenditures. \$60K was not used to purchase classroom furniture. Wrestling mats and volleyball standard bids were less than the original budgeted expenditures. The Character Counts budget was not used.

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.

Although the previous facilitator left the area at the end of the school year the position will be in place when a replacement is hired. It is expected that the Artist-in-Residence will provide art instruction to all students once a week during the school year. This action will not be continued next year, the need has been fulfilled. Classroom furniture goal is being eliminated from future LCAP goals in response to staff input. Wrestling mats and volleyball standards were purchased and this action will not be continued into next year's LCAP. The Character Counts goal will not be continued as staff and administration do not find it beneficial.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

There was far greater participation from certificated and classified staff in the development of this year's LCAP. Beginning with the October staff meeting, a significant portion of each staff meeting was devoted to conversation and data analysis to provide support for the LCAP components. This included an anonymous staff survey, which was discussed with staff. There were 3 parent meetings held during the school year, the first one on November 7, one on February 1 and the third one on May 9. A parent survey was sent out in January that provided input from the stakeholders even though the return numbers were low. Finally, each month at the school board meetings beginning in November there was a presentation by the superintendent on the development of the LCAP and the expenditures associated with the items. A public hearing and board meeting for the LCAP and budget took place on June 27 and on June 28, 2017 both the LCAP and Budget were adopted. Both bargaining units were involved in discussions on LCAP goals during regularly scheduled negotiations, which were held about every month. Due to the change in administration at the school site the student survey normally given was not but will be resumed next school year.

IMPACT ON LCAP AND ANNUAL UPDATE

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

In previous LCAP's there had been a process of consulting a small parent committee prior to consultation with the staff. The staff was not engaged in conversations with the administration regarding test data, both local and statewide, to support programs that would improve student performance. By having the staff greatly involved in the LCAP process over the entire school year it provided some of the best staff discussion on student achievement in recent years. Thus, these ideas were incorporated into this version of the LCAP, which has resulted in some major changes in the previous plan. Unfortunately, the parent attendance at the previously mentioned meetings was very poor and this has been a concern in the past.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Create rigorous learning opportunities for all students through Common Core implementation and technology infused learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student scores on the last two years of SBAC testing have not been overall consistent throughout grade levels. Student writing samples K-8 have not been measured through a formal assessment, which will be rectified this year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA scores	6 th grade 20% Meets or Exceeds Standards	23%-25% Meets or Exceeds Standards	26%-28% Meets or Exceeds Standards	29%-31% Meets or Exceeds Standards
SBAC ELA scores	7 th grade 55% Meets or Exceeds Standards	58%-60% Meets or Exceeds Standards	61%-63% Meets or Exceeds Standards	64%-66% Meets or Exceeds Standards
SBAC ELA scores	8 th grade 72% Meets or Exceeds Standards	75%-77% Meets or Exceeds Standards	78%-80% Meets or Exceeds Standards	81%-83% Meets or Exceeds Standards
SBAC ELA scores	3 rd grade 48% Meets or Exceeds Standards	51%-53% Meets or Exceeds Standards	54%-56% Meets or Exceeds Standards	57%-59% Meets or Exceeds Standards
SBAC ELA scores	4 th grade 40% Meets or Exceeds Standards	43%-45% Meets or Exceeds Standards	46%-48% Meets or Exceeds Standards	49%-51% Meets or Exceeds Standards

SBAC ELA scores	5 th grade 48% Meets or Exceeds Standards	51%-53% Meets or Exceeds Standards	54%-56% Meets or Exceeds Standards	57%-59% Meets or Exceeds Standards
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Curriculum in grades 6-8 has not been updated to align with Common Core standards New ELA materials will be purchased and implemented for 17-18. Includes printing costs of district adopted math curriculum.	Curriculum in grades 6-8 has not been updated to align with Common Core standards New ELA materials will be purchased and implemented for 18-19. Includes printing costs of district adopted math curriculum.	Curriculum in grades 6-8 has not been updated to align with Common Core standards New ELA materials will be purchased and implemented for 19-20. Includes printing costs of district adopted math curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$12,000	Amount	\$12,000	Amount	\$12,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0920-0-4100-93-1110-1000-0000-100	Budget Reference	01-0920-0-4100-93-1110-1000-0000-100	Budget Reference	01-0920-0-4100-93-1110-1000-0000-100
Amount	\$8000	Amount	\$8000	Amount	\$8000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0920-0-4300-93-1110-1000-0000-100	Budget Reference	01-0920-0-4300-93-1110-1000-0000-100	Budget Reference	01-0920-0-4300-93-1110-1000-0000-100

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Additional training for staff in ELA adoptions grades K-8 to facilitate better implementations of the 3 different adoptions. On-site consultant to work with staff individually and collectively in ELA development. Substitutes provided for teacher release time.</p>	<p>Additional training for staff in ELA adoptions grades K-8 to facilitate better implementations of the 3 different adoptions. On-site consultant to work with staff individually and collectively in ELA development. Substitutes provided for teacher release time.</p>	<p>Additional training for staff in ELA adoptions grades K-8 to facilitate better implementations of the 3 different adoptions. On-site consultant to work with staff individually and collectively in ELA development. Substitutes provided for teacher release time.</p>

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3769	Amount	\$3769	Amount	\$3769
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0000-0-XXXX-93-1110-1000-0000-1000 Objects 1000-3999	Budget Reference	01-0000-0-XXXX-93-1110-1000-0000-1000 Objects 1000-3999	Budget Reference	01-0000-0-XXXX-93-1110-1000-0000-1000 Objects 1000-3999
Amount	\$9000	Amount	\$9000	Amount	\$9000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0000-0-5800-93-1110-1000-0000-100	Budget Reference	01-0000-0-5800-93-1110-1000-0000-100	Budget Reference	01-0000-0-5800-93-1110-1000-0000-100
Amount	\$4200	Amount	\$4200	Amount	\$4200
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration

Budget Reference

01-0000-0-5200-00-1110-1000-8101-100

Budget Reference

01-0000-0-5200-00-1110-1000-8101-100

Budget Reference

01-0000-0-5200-00-1110-1000-8101-100

Action 3

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Training for staff in Front Row program to use as a multiple measure assessment in math and reading. Train staff on how to use SBAC interim assessments to also use as a multiple measure of student achievement.

2018-19

New Modified Unchanged

Training for staff in Front Row program to use as a multiple measure assessment in math and reading. Train staff on how to use SBAC interim assessments to also use as a multiple measure of student achievement.

2019-20

New Modified Unchanged

Training for staff in Front Row program to use as a multiple measure assessment in math and reading. Train staff on how to use SBAC interim assessments to also use as a multiple measure of student achievement.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3,750	Amount	\$3,750	Amount	\$3,750
Source	Base	Source	Base	Source	Base
Budget Reference	01-1100-0-5300-00-1110-1000-0000-100	Budget Reference	01-1100-0-5300-00-1110-1000-0000-100	Budget Reference	01-1100-0-5300-00-1110-1000-0000-100

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Purchase of additional classroom library books for all K-5 teachers and 6, 7, 8th ELA teacher.

Purchase of additional classroom library books for all K-5 teachers and 6, 7, 8th ELA teacher.

Purchase of additional classroom library books for all K-5 teachers and 6, 7, 8th ELA teacher.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0929-0-4200-93-1110-1000-210X-100 District Defined: 2102;2103;2104;2106;2018;2109;2110;2116 \$750 each	Budget Reference	01-0929-0-4200-93-1110-1000-210X-100 District Defined: 2102;2103;2104;2106;2018;2109;2110;2116 \$750 each	Budget Reference	01-0929-0-4200-93-1110-1000-210X-100 District Defined: 2102;2103;2104;2106;2018;2109;2110;2116 \$750 each

Action 5

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a half-time music teacher to enhance student learning by incorporating music instruction to all students.	Provide a half-time music teacher to enhance student learning by incorporating music instruction to all students.	Provide a half-time music teacher to enhance student learning by incorporating music instruction to all students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$39,697	Amount	\$40,431	Amount	\$41,179
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0913-0-5800-93-1110-1000-0606-100 (Shared with Jamestown S.D.)	Budget Reference	01-0913-0-5800-93-1110-1000-0606-100 (Shared with Jamestown S.D.)	Budget Reference	01-0913-0-5800-93-1110-1000-0606-100 (Shared with Jamestown S.D.)

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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New Modified Unchanged

Provide funds for field trips for all grade levels including 6th grade Science School and 8th grade LAIR to help offset some of the cost for families that are unable to pay for these trips.

New Modified Unchanged

Provide funds for field trips for all grade levels including 6th grade Science School and 8th grade LAIR to help offset some of the cost for families that are unable to pay for these trips.

New Modified Unchanged

Provide funds for field trips for all grade levels including 6th grade Science School and 8th grade LAIR to help offset some of the cost for families that are unable to pay for these trips.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0000-0-5800-00-1110-1000-8XXX-100 District Defined: 8101;8201;8202;8203;8204 (\$300 each) 8105;8103;8107 (\$700 each) 8206 and 8108 (\$5250 each) 8109 (\$900)	Budget Reference	01-0000-0-5800-00-1110-1000-8XXX-100 District Defined: 8101;8201;8202;8203;8204 (\$300 each) 8105;8103;8107 (\$700 each) 8206 and 8108 (\$5250 each) 8109 (\$900)	Budget Reference	01-0000-0-5800-00-1110-1000-8XXX-100 District Defined: 8101;8201;8202;8203;8204 (\$300 each) 8105;8103;8107 (\$700 each) 8206 and 8108 (\$5250 each) 8109 (\$900)

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.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 2	Provide academic, social/emotional, and behavioral support for identified groups of children.	

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase student attendance and reduce tardies. Continue to provide emotional support for all students TK-8.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of actual attendance	16-17 K-3 (93.40)	96.00	97.00	97.00
	16-17 4-6 (94.97)	97.00	98.00	98.00
	16-17 7-8 (95.05)	97.00	98.00	98.00
Number of days of suspension	16-17 9 days total	6 days	4 days	4 days

<p>Number of students grades 3-8 at or above standards in math on SBAC</p>	<p>16-17 grade 3 60% 16-17 grade 4 40% 16-17 grade 5 62% 16-17 grade 6 72% 16-17 grade 7 40% 16-17 grade 8 48%</p>	<p>Grade 3-75% Grade 4-52% Grade 5-53% Grade 6-26% Grade 7-44% Grade 8-53%</p>	<p>Grade 3-75% Grade 4-56% Grade 5-57% Grade 6-35% Grade 7-50% Grade 8-57%</p>	<p>Grade 3-75% Grade 4-60% Grade 5-61% Grade 6-42% Grade 7-55% Grade 8-62%</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] GATE 3-8

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Establish the GATE program and board policies associated with GATE.	Establish the GATE program and board policies associated with GATE.	Establish the GATE program and board policies associated with GATE.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,932	Amount	\$1,932	Amount	\$1,932
Source	Base	Source	Base	Source	Base
Budget Reference	01-0919-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999	Budget Reference	01-0919-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999	Budget Reference	01-0919-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999

\$2,000
Base
01-0919-0-4300-93-1110-1000-0000-100
\$1,000
Base
01-0919-0-5800-93-1110-1000-0000-100

\$2,000
Base
01-0919-0-4300-93-1110-1000-0000-100
\$1,000
Base
01-0919-0-5800-93-1110-1000-0000-100

\$2,000
Base
01-0919-0-4300-93-1110-1000-0000-100
\$1,000
Base
01-0919-0-5800-93-1110-1000-0000-100

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff will now have every Wednesday as a minimum day for planning purposes.	Staff will now have every Wednesday as a minimum day for planning purposes.	Staff will now have every Wednesday as a minimum day for planning purposes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0.00	Amount: 0.00	Amount: 0.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: Grades 4-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement in grades 4-8, certificated teacher to provide remediation in reading, writing and math for low achieving students.	Implement in grades 4-8, certificated teacher to provide remediation in reading, writing and math for low achieving students.	Implement in grades 4-8, certificated teacher to provide remediation in reading, writing and math for low achieving students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$87,450	Amount	\$89,199	Amount	\$90,983
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0935-0-XXXX-93-1110-1000-0000-100 Objects 1000-3999	Budget Reference	01-0935-0-XXXX-93-1110-1000-0000-100 Objects 1000-3999	Budget Reference	01-0935-0-XXXX-93-1110-1000-0000-100 Objects 1000-3999

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement new forms, rules and consequences for student behavior.	Implement new forms, rules and consequences for student behavior.	Implement new forms, rules and consequences for student behavior.

BUDGETED EXPENDITURES

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

Amount	0.00	Amount	0.00	Amount	0.00
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue counselor time to get into the classrooms to teach proactive lessons about conflict resolution, bullying, making good choices, and other topic.	Continue counselor time to get into the classrooms to teach proactive lessons about conflict resolution, bullying, making good choices, and other topic.	Continue counselor time to get into the classrooms to teach proactive lessons about conflict resolution, bullying, making good choices, and other topic.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$22,944	Amount	\$22,944	Amount	\$22,944
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	01-0000-0-XXXX-93-1110-3110-7090-100 Objects 2000-3999	Budget Reference	01-0000-0-XXXX-93-1110-3110-7090-100 Objects 2000-3999	Budget Reference	01-0000-0-XXXX-93-1110-3110-7090-100 Objects 2000-3999

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans TK-3

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to fund the “Treehouse” Primary Intervention program to help identified younger students with school adjustment issues.	Continue to fund the “Treehouse” Primary Intervention program to help identified younger students with school adjustment issues.	Continue to fund the “Treehouse” Primary Intervention program to help identified younger students with school adjustment issues.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$24,991	Amount: \$25,649	Amount: \$26,398
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: 01-0929-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999	Budget Reference: 01-0929-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999	Budget Reference: 01-0929-0-XXXX-93-1110-1000-0000-100 Objects 2000-3999

Action 7

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<i>Para-professionals provide academic support both in the classroom under the guidance of certificated teachers targeting the low performing and students with active IEP/504's.</i>	<i>Para-professionals provide academic support both in the classroom under the guidance of certificated teachers targeting the low performing and students with active IEP/504's.</i>	<i>Para-professionals provide academic support both in the classroom under the guidance of certificated teachers targeting the low performing and students with active IEP/504's.</i>

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$120,039	\$121,507	\$125,785
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	01-0000-0-XXXX-93-1110-1000-7090-100 Objects 2000-3999 (\$39,249) and 01-0000-0-XXXX-93-5770-1110-0000-100 Objects 2000-3999 (\$80,790)	01-0000-0-XXXX-93-1110-1000-7090-100 Objects 2000-3999 (\$40,097) and 01-0000-0-XXXX-93-5770-1110-0000-100 Objects 2000-3999 (\$81,410)	01-0000-0-XXXX-93-1110-1000-7090-100 Objects 2000-3999 (\$41,509) and 01-0000-0-XXXX-93-5770-1110-0000-100 Objects 2000-3999 (\$84,276)

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

The Library Coordinator provides assistance with accelerated reader, testing and book purchases by teachers. The Library Coordinator maintains the ordering and inventorying books for the school library and has classes come in once a week for her services.

The Library Coordinator provides assistance with accelerated reader, testing and book purchases by teachers. The Library Coordinator maintains the ordering and inventorying books for the school library and has classes come in once a week for her services.

The Library Coordinator provides assistance with accelerated reader, testing and book purchases by teachers. The Library Coordinator maintains the ordering and inventorying books for the school library and has classes come in once a week for her services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$27,083	Amount	\$27,588	Amount	\$28,171
Source	Base	Source	Base	Source	Base
Budget Reference	01-0929-0-XXXX-00-1110-2420-0000-100 Objects 2000-3999	Budget Reference	01-0929-0-XXXX-00-1110-2420-0000-100 Objects 2000-3999	Budget Reference	01-0929-0-XXXX-00-1110-2420-0000-100 Objects 2000-3999

New
 Modified
 Unchanged

Goal 3

Creating and maintaining a positive school culture.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Low attendance ratio to be improved through greater emphasis on tardies, excessive absences and students leaving during the day for unnecessary events. Conflict resolution on the playground through adult interaction and problem solving provided by a Safe School Ambassador. Enhance

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improved attendance through reducing tardies and excessive absences.	Short term independent study contracts to be implemented to capture ADA.	ADA to increase by 1-3% over prior year.	ADA to increase by 1-3% over prior year.	ADA to increase by 1-3% over prior year.
Reduce instances of bullying and conflicts between students.	Continue implementation of a Safe School Ambassador. Two years of positive improvements in the areas of teacher/parent/student complaints.	Maintain a positive reduction in bullying and conflicts between students.	Maintain a positive reduction in bullying and conflicts between students	Maintain a positive reduction in bullying and conflicts between students
Increase student participation in art and extracurricular activities	30% of grades 5-8 participate in one or more extracurricular activities	40% of grades 5-8	50% of grades 5-8	60% of grades 5-8

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Greater emphasis on eliminating tardies, excessive absences and students leaving during the day for unnecessary events.	Greater emphasis on eliminating tardies, excessive absences and students leaving during the day for unnecessary events.	Greater emphasis on eliminating tardies, excessive absences and students leaving during the day for unnecessary events.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0.00	Amount	0.00	Amount	0.00
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue Safe School Ambassador program to oversee positive intervention programs.	Continue Safe School Ambassador program to oversee positive intervention programs.	Continue Safe School Ambassador program to oversee positive intervention programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,872	Amount: \$8,872	Amount: \$8,872
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: 01-0000-0-XXXX-93-1110-2700-0000-100 Objects: 2000-3999	Budget Reference: 01-0000-0-XXXX-93-1110-2700-0000-100 Objects: 2000-3999	Budget Reference: 01-0000-0-XXXX-93-1110-2700-0000-100 Objects: 2000-3999

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide credentialed classroom art teacher half time.	Provide credentialed classroom art teacher half time.	Provide credentialed classroom art teacher half time.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$35,335	Amount: \$35,335	Amount: \$35,335
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: 01-0913-0-XXXX-93-1110-1000-0000-100 Objects 1100-3999	Budget Reference: 01-0913-0-XXXX-93-1110-1000-0000-100 Objects 1100-3999	Budget Reference: 01-0913-0-XXXX-93-1110-1000-0000-100 Objects 1100-3999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$270,070

Percentage to Increase or Improve Services:

14.60 %

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](#)).

Based on our staff, parents and board members feedback, we are implementing 17 LCAP Action/Services to increase services for all of our students. Since we only have one significant subgroup, low income, these actions serve unduplicated students in the same capacity.

One area of need is the low scores and levels of our students in English Language Arts. To address those concerns there is an emphasis on new textbook adoption for 6-8th grades, more training for staff in grades K-5 and continued use of para professionals to assist in the classroom as well as pull out programs. In addition, there will be a certificated teacher to provide remediation in ELA for grades 4-8, which is a new position to the school. Finally, there will be a budget for teachers to buy classroom library books to increase the opportunities for students to read for pleasure and thus increase fluency and comprehension. More training in remedial programs like Front Row will be used to track student progress and help determine individual student strengths and weaknesses.

Another area of concern and addressed in the LCAP is the excessive amount of tardies and absences. This is not a cost item but more of an administrative management issue that will be addressed. Lack of consistency in dealing with student discipline has been problematic and is being addressed through a new student/parent handbook and revised rules/consequences.

A major change in this year's LCAP is increasing the amount of staff development by having every Wednesday a minimum day for students instead of two days a month.

In order to provide students access to literature and research materials the school will continue to fund a full time librarian.

Continued attention and services to assist student's emotional growth and stability will be provided through the funding of a school counselor two days a week, continuation of the Treehouse program, which provides development support for primary students, and continued funding for the Safe School Ambassador program.

In order to continue providing students opportunities to be exposed to the fine arts, a music program will continue to be offered to all students although the position was reduced to .5 FTE. However, a .5 FTE art teacher will be hired to provide weekly art activities to all students.

There is an increase in the amount of money allocated to class field trips as well as an increase to fund our 6th and 8th grade students for their overnight trips. This extra money will reduce the hardship of trying to raise the necessary funds.

Finally, the GATE program has been established and board policies are in place to serve students in the 17-18 school year.

