

LCAP Year 2017–18 2018–19 2019–20

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	River Islands Technology Academy #2		
Contact Name and Title	Brenda Scholl Principal	Email and Phone	bscholl@riverislandsacademy.net 209-229-4700

2017-20 Plan Summary

THE STORY

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

River Islands Technology Academy #2, an Independent Public Charter School, opened its doors on July 1, 2016. River Islands Technology Academy #2, reopened as a newly authorized Charter School, after being open as River Islands Technology Academy for three years. The staff, students and educational program remain the same, so much of the data reported represents information from the original charter which opened in July 2013.

Mission Statement:

The mission of the River Islands technology Academy #2 is to provide students in grades K-8 with a specialized, integrated, technology-based curriculum and experiential learning opportunities; thereby preparing students for postsecondary education and the world of work.

Motto:

COLLEGE BOUND

Vision:

River Islands Technology Academy #2 is a high quality educational program for students in grades K-8. The school will educate the whole child through a curriculum that integrates technology with core academics, and CTE opportunities in a positive learning environment. Students will complete a course of study enabling them to have educational and career choices beyond high school.

At River Islands Technology Academy #2 WE challenge ourselves to:

Increase the academic performance of ALL Students

Develop effective educators

Plan purposeful, deliberate actions, focused on the school's goals and priorities

Work collaboratively to accomplish more than what is possible alone

Be accountable, individually and as a group, for results, actions, and decisions

Commit to excellence and be disciplined to continually strive for improvement

Students in grades kindergarten through 2nd grade are issued an iPad mini. Students in grades 3-8 are provided a chromebook. One to one devices are utilized to access online curriculum and the learning management system for assignments and projects.

Student Demographics Ethnicity
 2% American Indian or Alaskan Native
 13% Filipino
 7% African American
 22% Caucasian
 39% Hispanic
 16% Asian
 .5% Pacific Islander
 .3% Other
 1% Two or More

16% English Learners
 27% Low Socio-Economic
 0% Foster Youth
 35% Unduplicated Students

River Islands Technology Academy #2's school goal is to promote learning, discovery and personal growth among all members of the school community - students, teachers, administrators and parents - and to maintain high academic standards while addressing a wide range of learning abilities and needs. River Islands Technology Academy #2 places an equal emphasis on character development (use of Character Counts program) and academic achievement, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education, process is as important as measurable results.

Finally, we seek to inspire students who are self-reliant, creative, curious, respectful and responsible; and we hope to instill a love of learning that will stay with our students all their lives. There is a three member Board of Trustees, an Executive Director, an Assistant Principal and a School Support Coordinator who provide leadership at RiTechA #2. We encourage parents to volunteer at school for five hours per month per child. We are very fortunate to have over 100 parent volunteers.

Grades Served:

RiTechA #1:

Year 1	2013-2014	K-6th
Year 2	2014-2015	K-7th
Year 3	2015-2016	K-8th

RiTechA #2:

Year 1	2016-2017	K-8th
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Number of Students:

RiTechA #1:

Year 1	2013-2014	396
Year 2	2014-2015	453
Year 3	2015-2016	536

RiTechA #2:

Year 1	2016-2017	601
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LCAP HIGHLIGHTS

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

We are continuing many of our Actions and Services from the 2016-17 plan as they were determined to be effective and successful and therefore should be continued.

New Actions/Services added to the plan in 2017-18 are:

- A focus on English Language Development Professional Development, in addition to continuing our CC Math and Science training.
- Adding an Administrator/Instructional coach to help our new staff to learn our school instructional processes, curriculum and technology.
- Expanding tutoring to add additional session for students who are at risk and students who need additional ELD.

- Piloting a new school wide assessment program to enable us to gather historical data on student performance and to better measure student growth.
- Expanding our Counseling hours
- Hire a part time School Nurse.

All of these additional Actions/Services will benefit all students while also provide additional support for both our English Learner, Low Income and At Risk students.

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.

River Islands Technology Academy has made progress in many areas during 2016-17 based on state and local performance indicators (RiTechA #2 did not receive CA School Dashboard data). The percentage of students meeting or exceeding standards on SBAC 2016 scores increased in ELA from 59% to 63%; and in Math from 34% to 45%. We are very proud of not only the increases in percentage rates, but also that our scores remain high overall. We attribute the large increase in Math scores to the focus teachers spent on Math instruction, Professional Development in that area and new curriculum.

GREATEST PROGRESS

In addition to test score growth, we also maintained an excellent attendance rate of 97%. We are proud that our students and families continue to attend RiTechA, with our student enrollment retention rate being 91%.

We also are honored that our amazing staff remains to be a huge asset to our school, with our staff retention rate being 99%, because of this staff retention, we anticipate the instruction at RiTechA to remain top notch, meeting the needs of all students.

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

GREATEST NEEDS

As this is the first year of operation as River Islands Technology Academy II, there is no reportable data from the CA School Dashboard, therefore after surveying the staff, parents and students and looking at assessment scores, we know that we need to continue to focus on providing support for our English Language Learners. Our assessment scores show that our EL, Hispanic and Socioeconomically Disadvantaged students are performing lower than the rest of our student population in the areas of ELA and Math. We will continue to provide after school tutoring for these students (Goal 1 A/S 14), as well supporting our intervention curriculum purchases (Goal1 A/S 12). We are focusing Professional Development at the beginning of the 2017-18 school year on English Language Development support to ensure that our 17-18 staff is well equipped to provide the instructional support that EL students need (Goal 1 A/S 11). With our plan to increase PD focus, and continual intervention support for these three subgroups we anticipate seeing growth for all three in 2017-18 (Goal 1 A/S 1).

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

As described in our Review of Needs, River Islands Technology Academy II did not receive CA School Dashboard data; however the subgroups we can identify as having performance gaps are: English Learners and Socioeconomically Disadvantaged students. We will continue with our interventions of after school tutoring, additional Professional Development and supplemental curriculum to best support these students in greater need.

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.

As described in previously in earlier sections we plan on increasing or improving services for low-income, and English Learners through increased Professional Development (G1: A/S 11)for staff to better meet the specific needs of these groups of students, maintaining current interventions of tutoring (G1: A/S 14) and the use of supplemental curriculum (G1: A/S 7), and the use of para-professionals within classrooms (G1:A/S 5), as needed, to provide targeted instruction to students in need. Additional tutoring sessions will be provided to low-income, and English Learners, as needed, to address individual gaps in their learning with the intent to bring students up to grade level (G1: A/S 14).

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	\$5,642,259
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,873,329

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.

Some additional expenditures that are covered by the General Fund and not listed in the LCAP include:
 Operation/Facility and Maintenance costs
 Salaries/benefits of office and administration staff
 Back Office support expenses
 National School Lunch Program
 Music Program

\$5,072,455	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	Conditions of Learning and Pupil Outcomes-Goal 1: Improve and support student learning to raise student achievement, and ensure that students are prepared for secondary education.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of Teachers-Highly qualified (Priority 1)
Retention of teachers will continue to be at a minimum of 90%
Teachers will continue to be assigned to positions that match their grade span and content areas of strength.

Teachers will continue to increase their effectiveness in delivering Common Core and NGSS lessons which will results in student learning at a higher level. (Priority 4 and 7)

Aligned CCSS and NGSS curriculum and Professional Development (Priority 1 and 2)

EL Reclassification Rate- New reclassification criteria 2015-2016 using SBAC results and CELDT scores (Priority 2)

All students have access to rigorous curriculum and assignments through their individual devices and their class schedules (Priority 7)

Maintain parent participation in classroom/school volunteer program and provide parent training in technology and for EL families in Language Development (Priority 3)

ACTUAL

Priority 1:
A: 28 out of 29 Teachers were appropriately credentialed and placed, verified by 2016-17 Credential Audit. One teacher will gain a supplemental credential at the end her credential program which is the end of this school year.

B: There were sufficient Instructional Materials in each classroom for all students verified by 2016-17 inventory lists.

C: Facilities were in good repair as verified by the 2016-17 FIT tool.

Priority 2:
A: Teachers were provided with aligned CCSS and NGSS curriculum and Professional Development verified by 2016-17 inventory lists and PD schedules. Teachers used technology to deliver daily CCSS aligned lessons and assignments, verified 2016-17 by teacher lesson plans and student work.

B. English Learners were provided with Integrated ELD, as verified by 2016-17 curriculum and lesson plans.

Priority 3:
A, B, C: In 2016-17, Parental volunteer participation, including unduplicated student parents and parents of students with exceptional needs, has continued to be strong, verified by Volunteer logs, attendance at school events and Parent Teacher Conferences, and meeting sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There were over 200 fingerprinted, registered volunteers. In

addition to working in the classrooms, there were many committees and activities where parent involvement played a large role: governing board, school site council, parent booster club, 8th grade promotion committees, Middle School Activities committee, chess and lego clubs, parent/teacher conferences, Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, Writing and Art Fair, and a Muliti-Cultural Night. Regular 2016-17 emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation.

Priority 4:

A. 2015-2016 CAASPP ELA standard met or exceeded results: 63%
2015-2016 CAASPP Math standard met or exceeded results: 45%

D: 2016-17 EL Progress (CA Dashboard 2015-16): 86% of EL students made progress towards acquiring English, 2016-17 CELDT Data showed 69% of EL students made progress towards acquiring language.

E: 2016-17 Reclassification Rate: 26 English Learner Students were Reclassified in 2016-17

(B: the API was replaced with the CA School Dashboard; C, F, G: are not applicable to a K-8 school)

Priority 7:

A, B, C: All students, including unduplicated students and students with exceptional needs, had access to rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.

[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**

Actions/Services

PLANNED
Continue Professional Development and Coaching in ELD, CCSS Math and ELA, NGSS, technology

ACTUAL
On-going professional development took place during the 2016-17 school year in the areas of CC Math and NGSS Science. SJCOE Consultants were used in the area of Math and Science. 17 days of Math training was provided on site; 8 days of Science training was provided on site. (ELD Coaching is reflected in A/S 11)

Expenditures

BUDGETED
SJCOE consultants 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000
Additional professional development opportunities targeting areas of need resulting from data analysis and to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including integration of technology and ELD strategies 5800: Professional/Consulting Services And Operating Expenditures Base \$6,000

ESTIMATED ACTUAL
5800: Professional/Consulting Services And Operating Expenditures Base \$31,250

Action **2**

Actions/Services

PLANNED
Conference Expenses

ACTUAL
Conferences/Workshops listed below were attended by interested staff members.
CSU Stanislaus Teacher Symposium (all staff at start of the year)
Anthony Mohammed presentation (10 staff members)
Math speaker (3 staff members)
CISC Conference (2 staff members)
CUE Conference (3 staff members)
CCSA Conference (4 staff members)
Staff shared information regarding conferences attended at Board meetings during the staff update portion of the agenda. Specific information learned at conferences was shared with instructional staff during Wednesday PD days.

Expenditures

BUDGETED
K-8 teachers and administrators attend conferences to increase knowledge and skills 5000-5999: Services And Other Operating Expenditures Base \$29,396
Share information with the other staff and the Governing Board

ESTIMATED ACTUAL
registration and expenses 5000-5999: Services And Other Operating Expenditures Base \$12,489

Action **3**

Actions/Services

PLANNED
 Maintain number of certificated teachers to reduce class sizes

ACTUAL
 Class sizes were maintained during the 2016-17 school year by retaining teachers.
 6 Additional General Education Teachers were hired for the 2016-17 school year.
 2 Intervention Teachers were hired for the 2016-17 school year.

Expenditures

BUDGETED
 Six Teachers 1000-1999: Certificated Personnel Salaries Base \$300,000
 3000-3999: Employee Benefits Base \$48,000

ESTIMATED ACTUAL
 1000-1999: Certificated Personnel Salaries Base 1,424,653
 3000-3999: Employee Benefits Base 212,500.00

Action **4**

Actions/Services

PLANNED
 Recruit and maintain highly qualified teachers

ACTUAL
 6 job fairs were attended by administration to meet, interview and hire additional teachers for 2017-18 growth.

Expenditures

BUDGETED
 staff recruitment 5800: Professional/Consulting Services And Operating Expenditures Base \$1,061

ESTIMATED ACTUAL
 5000-5999: Services And Other Operating Expenditures Base \$1,218

Action **5**

Actions/Services

PLANNED
 Maintain aides to support classrooms, as needed. One paraprofessional aide utilizing special education funds.

ACTUAL
 3 support aides assisted students (2 classroom aides; 1 library/computer lab aide); 1 Special Education aide; and 1 additional classroom aide added in April; 5 aides total at the end of school year.

Expenditures

BUDGETED
 paraprofessional aides 2000-2999: Classified Personnel Salaries Base \$46,656

ESTIMATED ACTUAL
 paraprofessionals 2000-2999: Classified Personnel Salaries Base \$54,000
 3000-3999: Employee Benefits Base \$8,100

Action **6**

Actions/Services

PLANNED
 BTSA Program for new teachers

ACTUAL
 5 Teachers participated in the BTSA program during the 2016-17 school year.
 2 Teachers served as BTSA Support Providers for 5 new teachers for 2016-17.

Expenditures

BUDGETED
County fees for BTSA Program 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000
Stipends for BTSA Providers 1000-1999: Certificated Personnel Salaries Base \$3,750

ESTIMATED ACTUAL
County BTSA Program fees 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000
Stipends for BTSA providers 1000-1999: Certificated Personnel Salaries Base \$3,750
3000-3999: Employee Benefits

Action **7**

Actions/Services

PLANNED
Continue to evaluate effectiveness of core and supplemental curriculum to adopt and renew subscriptions as data indicates.

ACTUAL
On going discussion on core and supplemental curriculum effectiveness is done during weekly Professional Development sessions and during regular Teacher collaboration.
Programs were purchased or renewed based on student data and Teacher feedback for the 16-17 school year.

Expenditures

BUDGETED
Purchase core and supplemental curriculum aligned to CCSS and NGSS
4000-4999: Books And Supplies Base \$150,000

ESTIMATED ACTUAL
4000-4999: Books And Supplies Base 83,039.08

Action **8**

Actions/Services

PLANNED
Continue to evaluate SBAC and CELDT data for reclassification of English Learners

ACTUAL
Staff met to discuss both the SBAC and CELDT scores of students when deciding if an EL student is ready to be re-classified. Staff PD was held to evaluate SBAC scores of last years students and current students to inform both teacher instruction and identify areas of need of students. CELDT scores were reviewed and we discussed what performance levels mean, including what students should be able to do at each level. All student reclassifications were done with teacher and parent input taking into consideration CELDT, SBAC scores and daily classroom performance data.

Expenditures

BUDGETED
none

ESTIMATED ACTUAL
none- during PD time

Action **9**

Actions/Services

PLANNED
Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration

ACTUAL
Communication with parent volunteers regarding needs and responsibilities was done on a regular basis. Staff demonstrated appreciation of volunteers through on-going positive interactions and the End of Year Appreciation Celebration

Expenditures

BUDGETED
Parent Volunteer Appreciation Event 4000-4999: Books And Supplies Base \$600

ESTIMATED ACTUAL
4000-4999: Books And Supplies Base \$600

Action **10**

<p>Actions/Services</p>	<p>PLANNED Maintain reliable one-to-one device inventory and software and teacher technology for student access to core and supplemental curriculum</p>	<p>ACTUAL One-to-one device inventory was maintained, allowing students to access core and supplemental curriculum. Student devices and software to accommodate replacements were purchased as needed.</p>
<p>Expenditures</p>	<p>BUDGETED Purchase student devices and software to accommodate replacements 4000-4999: Books And Supplies Base \$120,000</p>	<p>ESTIMATED ACTUAL EA = device expenses only, software is included in A/S 7 4000-4999: Books And Supplies Base \$140,000</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED Continued coaching</p>	<p>ACTUAL Professional Development in the area of English Language Development is planned to begin at the start of the 2017-18 school year, therefore we are not at the coaching stage of this instructional learning process. We will plan for coaching as our plan develops out during the next 3 years.</p>
<p>Expenditures</p>	<p>BUDGETED Continue coaching to support teachers in delivering research based effective instruction to English Learners 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000</p>	<p>ESTIMATED ACTUAL no expense 0</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED Continue to Provide Lesson Study and Professional Learning Community Opportunities for teachers</p>	<p>ACTUAL Substitute costs for Lesson Study and PLC opportunities provided for teachers in grades K-8 in the area of Math and Science for 2016-17.</p>
<p>Expenditures</p>	<p>BUDGETED Provide substitutes for release time for teachers 1000-1999: Certificated Personnel Salaries Base \$25,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base 9,750 3000-3999: Employee Benefits</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED Continue to Provide Parent Education Opportunities for Families in the areas of Technology and Language Development (EL)</p>	<p>ACTUAL Parent curriculum nights were held to help parents better understand CC curriculum and resources available to them to assist their children.</p>
<p>Expenditures</p>	<p>BUDGETED Parent Trainings - Software, Supplies 4000-4999: Books And Supplies Base</p>	<p>ESTIMATED ACTUAL no cost</p>

\$5,000
 Translators and Instructors 2000-2999: Classified Personnel Salaries Base
 \$600

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 actions/services of this goal was strong and effective, with all but one of the A/S being implemented/continued. A/S 11 will be addressed in 17-18 plan since we were not ready to provide ELD coaching and determined that we first need to address ELD through beginning levels of Professional Development. Data collected throughout 16-17 supports that these A/S were in place and have a positive effect on student performance, instructional practice, instructional materials and parental support. The positive teacher responses/feedback to the Professional Development training they received on an on-going basis leads us to the conclusion that the A/S in this goal were successful.

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

The actions/services of this goal were effective and will continue to be implemented in the next cycle of the plan. Professional Development for all staff will be an on-going focus of the plan in order to best prepare our instructional staff to meet the needs of our students. The positive teacher responses/feedback to the training they received on an on-going basis leads us to the conclusion that the A/S in this goal were worth while and should continue.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference in budgeted and estimated actual expenditures in this goal are found in A/S 3. The budgeted item reported the cost of new staff, increased to accommodate new growth, while the estimated actual expenditure reports out the entire instructional staff (teachers) cost to be more transparent in this overall expenditure.

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.

ELD training has just begun to be implemented at the end of this school year, so where we had planning to provide coaching for teachers in this area, it was determined that we were not ready for that particular stage in the professional development process. We recognize the value in instructional coaching and will include that support for teachers in the area of ELD in the next 3 years of our plan cycle.
 For 2017-18 we are adding 3 additional Actions and Services:
 A/S 14: after school tutoring, while not new to the school, we determined that it should be included in the LCAP to reflect the service that is being provided to students.
 A/S15: a new school wide assessment system to enable the collection of historic data
 A/S16: additional Administrative/Instructional Coach.
 Minor changes were made to Actions/Services in 2017-18 for clarity, although no A/S were dropped.

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 2	Engagement and Conditions of Learning-Goal 2: Foster a respectful and collaborative culture that ensures social emotional well-being, and a safe environment for children.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Attendance rates will continue to maintain at a 96% or higher (Priority 5)
 Number of days of suspension will decrease from 2015-2016 school year (Priority 6)
 Measurable growth on Learning Habits on report cards Priority 6)
 Enrollment and retention rates will maintain (Priority 3 and 6)
 Parent volunteer participation will maintain (Priority 3)

ACTUAL

Priority 3:
 A, B, C: Parental volunteer participation, including parents of unduplicated students, and parents of students with exceptional needs, continued to be strong, verified by Volunteer logs, attendance at school events, Parent Teacher Conferences, and meeting/committee sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There are over 200 fingerprinted, registered volunteers. In addition to working in the classrooms, there are many committees and activities where parent involvement plays a large role: governing board, school site council, parent booster club, 8th grade promotion committees, Middle School Activities committee, chess and lego clubs, parent/teacher conferences, Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, and a Muliti-Cultural and Art Night. Regular emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation of all parents.

Priority 5:
 2016-17 Illuminate Reports verify:
 A: Attendance rate: 96%
 B: Chronic Absence rate: 4%
 C: Middle School Drop Out Rate: 0%
 D, E: High School Dropout and High School Graduation Rates: not applicable to a K-8 school

Priority 6:

2016-17 Illuminate Reports verify:
 A: Suspension rate: 4%
 B: Expulsion Rate: less than 1%
 C: Student Survey results indicate that:
 62% of students surveyed like coming to school at RiTechA; All of the time.
 36% of students surveyed like coming to school at RiTechA; Most of the time.

74% of students surveyed feel like their Teachers help them when needed; All of the time.
 25% of students surveyed feel like their Teachers help them when needed; Most of the time.

57% of students surveyed feel like people at RiTechA care about them; All of the time.
 39% of students surveyed feel like people at RiTechA care about them; Most of the time.

64% of students surveyed know where to go to when they need help; All of the time.
 30% of students surveyed know where to go to when they need help; Most of the time.

Priority 8:
 2016-17 Illuminate Reports verify:
 Enrollment and retention rates:
 enrollment: 547 (based on 1-8 enrollment on 8.10.16)
 retention: 91% (based on K-7 enrollment on 6.1.16)

Priority 8 was not addressed in 2016-17 LCAP Expected Measurable Outcomes

[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**

Actions/Services

PLANNED
Continue and expand character education program with all staff participating in recognizing students good character. Teachers will provide instructional time for character education on a weekly basis.

ACTUAL
Character Counts Lessons occur within the classroom on a regular basis. Grade level teams discuss and plan lessons that are relevant to students in a timely manner. The Booster Club purchased raffle tickets and prizes to recognize good student character.

Expenditures

BUDGETED
Raffle tickets and prizes for student character recognition provided by Booster Club - no cost
Books and resources for character counts program 4000-4999: Books And Supplies Base \$1000

ESTIMATED ACTUAL
4000-4999: Books And Supplies Base \$1,113

Action **2**

Actions/Services

PLANNED
Train office staff on public relations and creating a welcoming culture encouraging parent volunteerism

ACTUAL
On-going work with the office staff occurred, in order to continue to create a welcoming, inviting office/school culture for parents, students and staff.

Expenditures

BUDGETED
Professional Development for Office Staff 5800: Professional/Consulting Services And Operating Expenditures Base \$750

ESTIMATED ACTUAL
No Cost

Action **3**

Actions/Services

PLANNED
Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club

ACTUAL
Sports, Science Olympiad, Chess Club, Running Club, Lego Club, and Band all occurred during 2016-17.

A stipend for an Academic Coach was approved by the board and given to our Academic/Olympiad Coach for her work with student teams.

Expenditures

BUDGETED
Materials and resources for after school programs 4000-4999: Books And Supplies Base \$4000
Stipends for after school programs 1000-1999: Certificated Personnel Salaries Base \$5000

ESTIMATED ACTUAL
4000-4999: Books And Supplies Base \$2,366

Stipends/academic, athletic 1000-1999: Certificated Personnel Salaries Base \$9,600
3000-3999: Employee Benefits

Action	4	<p>PLANNED Expand the school-wide "College Bound" theme by each class adopting a college to study and immerse in their classroom culture</p>	<p>ACTUAL College/University flags have been purchased to replaced flags that have gotten old, or to introduce new colleges to the student body. Student Trips to local colleges to expose students to college options. Materials in support of the "College Bound" theme were purchased.</p>
Actions/Services			
Expenditures		<p>BUDGETED Purchase materials in support of "College Bound" theme 4000-4999: Books And Supplies Base \$1000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$1,718.16</p>
Action	5	<p>PLANNED Support students social and emotional well-being with small group counseling and individual therapy</p>	<p>ACTUAL Therapy and counseling services were contracted through Valley Community Counseling. The Therapist and Counselor were each here one day a week. Weekly counseling and therapy were provided to students in need upon referral.</p>
Actions/Services			
Expenditures		<p>BUDGETED Contract with Valley Community Counseling for counseling therapy sessions 5000-5999: Services And Other Operating Expenditures Base \$30,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base \$23,000</p>
Action	6	<p>PLANNED Professional Development to continue to develop staff cultural competence and use of culturally and linguistically relevant instructional practices</p>	<p>ACTUAL Did not happen, will take place 2017-18</p>
Actions/Services			
Expenditures		<p>BUDGETED Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$1500</p>	<p>ESTIMATED ACTUAL no cost</p>
Action	7	<p>PLANNED Create a school-wide student broadcasting program for daily announcements and current events</p>	<p>ACTUAL Equipment and supplies were purchased and a Leadership success class has produced a weekly Raptor Report that was shown campus wide on Monday mornings and to promote school activities throughout the year.</p>
Actions/Services			
Expenditures		<p>BUDGETED purchase broadcasting equipment and supplies 4000-4999: Books And Supplies Base \$2000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Base \$1,258</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED Review, monitor and maintain a school safety plan and security equipment</p>	<p>ACTUAL The Safety plan was updated and re-adopted by both the SSC and the Governing Board. New evacuation routes added to the school/plan were reviewed with staff and students. Purchases were made, as needed, to keep our facility safe and in good shape.</p>
<p>Expenditures</p>	<p>BUDGETED Purchase security equipment to support safety plan 5000-5999: Services And Other Operating Expenditures Base \$2500</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base \$702</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED Workshops</p>	<p>ACTUAL Administration attended workshops on English Language Development and English Language Learner issues, and created a professional development plan for all staff for 2017-18.</p>
<p>Expenditures</p>	<p>BUDGETED Attend workshops on the topic of ELD standards and share information with the teaching staff 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>	<p>ESTIMATED ACTUAL costs reflected in Conference expenses in Goal 1 A/S #2</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The majority of actions/services for this goal have all been implemented, with the exception of A/S 6; and have contributed to maintaining a safe school and a strong socio-emotional environment for students. Due to other Professional Development priorities A/S 6 did not occur this school year. Our use of the student broadcasting system has successfully made students feel connected to the school and each other, based on student feedback.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The actions/services of this goal have maintained a safe campus and enabled students to be involved in many different extra curricular activities to foster connectedness. Increased counseling services have enabled us to provide additional socio-emotional support for students in need. These actions/service have been effective and enabled us to maintain this goal of a safe, welcoming, student connected school campus.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All actions and services were implemented as planned with minor variances with the budget. A/S 6 did not take place in the 2016-17 school year, and will be address in 2017-18.

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.

Priority 8 was added to this goal as it was not included in the initial 2016-17 plan. We are choosing to track student enrollment and student enrollment retention as priority 8 to monitor not only student growth, but also the number of students who continue to choose to attend RiTechA (retention rate). This is important to us as a school of choice, for we know that providing a school environment that is safe, inviting and helping students feel connected is vital to our success. A new Action/Service 10 has been added to the plan. While student recognition is a big part of the River Islands Technology Academy culture, it was not previously included in the LCAP.

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?

During the 2016-17 school year, a continual review and update process was implemented where stakeholder committee members were led through a process to review the goals, discuss what actions that were taking place to support the goals and what specific suggestions they might have towards changes or updates to the goals. Focus was specifically on the status of the services and ongoing data collection where possible. When meeting with the Parent Advisory Groups (School Site Council, and Parent Forums) members were given the opportunity to report findings and discuss concerns, if any. Each committee gave input on the progress from their own view as well as from the view of the children attending the school.

In March 2017, a survey was distributed to students, staff and families. The survey questions covered topics, such as: Parent Participation, Communication, Positive Learning Environment, Student Interventions, English Learner Support, Technology Integration, Safe and Positive Climate, and Common Core Alignment.

Public Forum:

On May 15, 2017 two sessions (morning and evening) with stakeholders, (parents, staff and community) were held. An Overview of the Local Control and Accountability Plan, was shared with the group and established a base for our work. Survey results, local demographic and basic budget information was shared. Stakeholders were asked to review a list of potential Actions/Services and prioritize their importance for feedback on the next plan cycle. Website information was shared if community members wanted additional information.

Staff:

At regular staff meetings in April and March, certificated and classified staff were led through the review and update process and used that process to solicit feedback and suggestions from instructional staff. A brainstorm session took place where lists were generated: What are our strengths? What needs to be accomplished in the next three years? Suggestions and input were reviewed and prioritized.

May 31, 2017 the draft LCAP was given to the staff and opportunity for discussion, and feedback was provided.

Students:

Students were surveyed grades K-8. Students in grade 4-8 were given the opportunity to complete the on-line survey, while students in grades K-3 completed the survey as a class, led by their teacher. Results from the student survey were shared with School Site Council, the Governing Board, and staff.

Governing Board Consultation:

On February 14, March 14, April 11, 2017 LCAP goals and progress on actions and services were reviewed and input provided by governing board members.

March 14, 2017 input for LCAP survey requested of Board.

April 11, 2017 an update and survey results were provided to the Board

Final LCAP was presented to the Governing School Board on June 13, 2017 for approval.

School Site Council:

January 31, 2017: Reviewed progress on LCAP actions and services, and asked for input on changes for the new plan.

March 28, 2017: Reviewed LCAP survey results discussing what to incorporate in the new plan.

May 16, 2017: Draft LCAP was shared with SSC for final input, feedback, changes.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Gathering Input from Multiple Sources

Groups varied in structure from focus groups generating ideas about barriers to success and effective programs, to working groups prioritizing lists of suggested programs and services. It was necessary to prioritize and to consider other sources of funding to address some of the needs.

Top Priorities:

Keep up-to-date with new and emerging technological advancements (devices and software)
 Social-emotional curriculum (Character Program), Counseling Services
 Professional Development/Coaching
 Aligned and Coordinated Assessment Program
 Timely Advance Communication Regarding School Events
 Music Program
 Additional Office/Administrative Support
 Training for Parents

The needs that had surfaced in the consultation process were adjusted several times as groups met.

Most of the input celebrated the services being provided and requested that the services continue and be accelerated. Gathering the input, tabulating and synthesizing the information helped shape and frame the continuation of the goals and services with limited changes for continued improvement.

The few changes that were suggested throughout this document came from suggestions that we maintain our efforts to further achieve our goals. Almost all of the input supported ongoing implementation of Common Core State Standards, professional development of CCSS, and extracurricular offerings for students. Most stakeholders felt it was important to keep the goals intact for the next few years and work the plan for optimal opportunity for success for students. Staff expressed the need for additional support for new teachers and wanted to be able to coordinate support for these staff members so that they are successful not only in the Teaching Profession but also in specifics to our school.

Although not all those changes mentioned will be funded through LCFF funding source, they are listed to show that the process generated suggestions that are relevant and needed and can be considered under other funding sources. The point of the process was to involve stakeholders in making suggestions regarding all the plans required under different mandates and the review and monitor process was successful.

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

Improve and support student learning to raise student achievement for all students, and ensure that students are prepared for secondary education.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our Students Need: after review of our assessment scores, student grades, staff, parent and student input via survey, we have determined that Effective Teachers are a vital need for academic success.

EFFECTIVE TEACHERS - Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and curriculum to meet the needs of all students including English Learners, Special Needs, Challenge Level and Low Achieving students.

Professional Development for teachers and administrators targeting student success in meeting CCSS and NGSS, and ELD.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 A. Teacher Assignments B. Instructional Materials C. Facility Status	A: 28 out of 29 Teachers were appropriately credentialed and placed, verified by 2016-17 Credential Audit. One teacher will gain a supplemental credential at the end her credential program at the end of this school year. B: There were sufficient Instructional Materials in each classroom for all students verified by 2016-17 inventory lists.	100% of Teachers will be properly credentialed and assigned verified by credential lists. Sufficient Instructional Materials will be provided to each classroom, for each student verified by inventory lists. Facility will be good repair verified by the FIT tool.	100% of Teachers will be properly credentialed and assigned verified by credential lists. Sufficient Instructional Materials are provided to each classroom, for each student verified by inventory lists. Facility will remain in good repair verified by the FIT tool.	100% of Teachers will be properly credentialed and assigned verified by credential lists. Sufficient Instructional Materials are provided to each classroom, for each student verified by inventory lists. Facility will remain in good repair verified by the FIT tool.

	<p>C: Facilities were in good repair as verified by the 2016-17 FIT tool.</p>			
<p>Priority 2 Implementation of State Standards:</p> <ul style="list-style-type: none"> Professional Development Materials Technology EL access to CA/EL standards 	<p>A: Teachers were provided with aligned CCSS and NGSS curriculum and Professional Development verified by 2016-17 inventory lists and PD schedules.</p> <p>A: Teachers used technology to deliver daily CCSS aligned lessons and assignments, verified 2016-17 by teacher lesson plans and student work.</p> <p>B. English Learners were provided with Integrated ELD, as verified by 2016-17 curriculum and lesson plans.</p>	<p>Maintain aligned CCSS and NGSS curriculum and Professional Development, verified by inventory lists and PD schedules.</p> <p>Teachers will use technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>English Learners will continue to be provided with integrated ELD within their classrooms.</p>	<p>Maintain aligned CCSS and NGSS curriculum and Professional Development, verified by inventory lists and PD schedules.</p> <p>Teachers use technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>English Learners will continue to be provided with integrated ELD within their classrooms.</p>	<p>Maintain aligned CCSS and NGSS curriculum and Professional Development, verified by inventory lists and PD schedules.</p> <p>Teachers use technology to deliver daily CC aligned lessons and assignments, verified by teacher lesson plans and student work.</p> <p>English Learners will continue to be provided with integrated ELD within their classrooms.</p>
<p>Priority 3 Parental Involvement</p>	<p>A, B, C: In 2016-17, Parental volunteer participation, including unduplicated student parents and parents of students with exceptional needs, has continued to be strong, verified by Volunteer logs, attendance at school events and Parent Teacher Conferences, and meeting sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There were over 200 fingerprinted, registered volunteers. In addition to working in the classrooms, there were many committees and activities where parent involvement played a large role: governing board, school site council, parent booster club, 8th grade promotion committees, Middle School Activities committee,</p>	<p>Maintain parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program and provide parent training in technology verified by sign-in sheets. Documentation of school events that encourage parental participation will be kept.</p>	<p>Maintain parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program and provide parent training in technology verified by sign-in sheets. Documentation of school events that encourage parental participation will be kept.</p>	<p>Maintain parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program and provide parent training in technology verified by sign-in sheets. Documentation of school events that encourage parental participation will be kept.</p>

	<p>chess and lego clubs, parent/teacher conferences, Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, Writing and Art Fair, and a Muliti-Cultural Night. Regular 2016-17 emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation.</p>			
<p>Priority 4 Performance on State Assessments</p> <p>% of Proficient EL</p> <p>EL Reclassification Rate</p> <p>NA: API, College/Career, AP exams, EAP results</p>	<p>A. 2015-2016 CAASPP ELA standard met or exceeded results: 63% 2015-2016 CAASPP Math standard met or exceeded results: 45%</p> <p>D: 2016-17 EL Progress (CA Dashboard 2015-16): 86% of EL students made progress towards acquiring English</p> <p>E: 2016-17 Reclassification Rate: 26 English Learner Students were Reclassified</p>	<p>Maintain or increase the ELA standard met or exceeded results from: 63%</p> <p>Maintain or increase the standard met or exceeded from: 45%</p> <p>Maintain or increase the EL Progress rate data.</p> <p>EL Reclassification Rate: Reclassification will continue as appropriate for our EL student population</p>	<p>Maintain or increase ELA standard met or exceeded: from 17-18 results</p> <p>Maintain or increase Math standard met or exceeded: from 17-18 results</p> <p>EL Progress: maintain growth</p> <p>EL Reclassification Rate: Reclassification will continue as appropriate for our EL student population</p>	<p>Maintain or increase ELA standard met or exceeded from 18-19</p> <p>Maintain or increase Math standard met or exceeded from 18-19</p> <p>EL Progress: maintain growth</p> <p>EL Reclassification Rate: Reclassification will continue as appropriate for our EL student population</p>
<p>Priority 7 Course Access</p>	<p>A, B, C: All students, including unduplicated students and students with exceptional needs, have access to rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p>	<p>All students, including unduplicated and students with exceptional needs, will have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p>	<p>All students, including unduplicated and students with exceptional needs, will have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</p>	<p>All students, including unduplicated and students with exceptional needs, will have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.</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 All Students with Disabilities

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

1.1 Professional development opportunities will continue, targeting areas of need resulting from data analysis and to support the implementation of the Common Core (CCSS) and Next Generation Science Standards (NGSS) including integration of technology and ELD strategies. Continue Coaching in CCSS ELA, Math, NGSS, and technology.

2018-19

New Modified Unchanged

1.1 Continue Professional Development and Coaching in CCSS Math and ELA, NGSS, technology.

2019-20

New Modified Unchanged

1.1 Continue Professional Development and Coaching in ELD, CCSS Math and ELA, NGSS, technology.

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000
Source	Base
Budget Reference	5800: Professional/Consulting Services

2018-19

Amount	\$20,000
Source	Base
Budget Reference	5800: Professional/Consulting Services

2019-20

Amount	\$20,000
Source	Base
Budget Reference	5800: Professional/Consulting Services

And Operating Expenditures
Consultants

And Operating Expenditures
Consultants

And Operating Expenditures
Consultants

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

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

1.2 Conference Expenses:
K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.

2018-19

New Modified Unchanged

1.2 Conference Expenses:
K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.
Expenses

2019-20

New Modified Unchanged

1.2 Conference Expenses:
K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.
Expenses

BUDGETED EXPENDITURES

2017-18

Amount \$25,000

2018-19

Amount \$25,750

2019-20

Amount \$26,523

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

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

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

1.3 Retain and maintain number of certificated teachers to reduce class sizes and provide classroom instruction. Staff will be added to keep class numbers at a desirable size as needed. Hire 11 Teachers to accommodate growth and replace leaving staff.

2018-19

New Modified Unchanged

1.3 Retain/Maintain number of certificated teachers to reduce class sizes.

2019-20

New Modified Unchanged

1.3 Retain/Maintain number of certificated teachers to reduce class sizes.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1,893,785	Amount	\$1,950,598	Amount	2,009,117
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	355,094	Amount	370,430.	Amount	385,084.
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	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](#) All Students with Disabilities

[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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as needed.

1.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as

1.4 Recruit qualified teachers. Attend job and recruitment fairs to seek and hire teachers/staff as

needed. needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries sub-costs
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$1,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries sub-costs
Source	Base
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$1,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries sub-costs
Source	Base
Budget Reference	3000-3999: Employee Benefits

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

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

1.5 Maintain classroom paraprofessional aides to support classrooms and school programs, as needed.

2018-19

New Modified Unchanged

1.5 Maintain classroom paraprofessional aides to support classrooms and school programs, as needed.

2019-20

New Modified Unchanged

1.5 Maintain classroom paraprofessional aides to support classrooms and school programs, as needed.

BUDGETED EXPENDITURES

2017-18

Amount \$75,000

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 10,000

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

Source Base

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount \$77,000

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 10,5000

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

Source Base

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount \$79,000

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 11,000

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

Source Base

Budget Reference 3000-3999: Employee Benefits

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

[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

1.6 Induction Program for new teachers:
County fees for Induction Program
Stipends for Induction Support Providers
Stipends for Intern Teacher Support Providers

2018-19

New Modified Unchanged

1.6 Induction Program for new teachers:
County fees for Induction Program
Stipends for Induction Support Providers
Stipends for Intern Teacher Support Providers

2019-20

New Modified Unchanged

1.6 Induction Program for new teachers:
County fees for Induction Program
Stipends for Induction Support Providers
Stipends for Intern Teacher Support Providers

BUDGETED EXPENDITURES

2017-18

Amount	\$13,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Inductees- County fees for Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support Providers: Induction/Intern

2018-19

Amount	\$13,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Inductees- County fees for Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support Providers: Induction/Intern

2019-20

Amount	\$13,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Inductees- County fees for Program
Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support Providers: Induction/Intern

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

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

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

1.7 Continue to evaluate effectiveness of core and supplemental curriculum to adopt and renew subscriptions as data indicates.

2018-19

New Modified Unchanged

1.7 Continue to evaluate effectiveness of core and supplemental curriculum to adopt and renew subscriptions as data indicates.

2019-20

New Modified Unchanged

1.7 Continue to evaluate effectiveness of core and supplemental curriculum to adopt and renew subscriptions as data indicates.

BUDGETED EXPENDITURES

2017-18

Amount	\$100,000
Source	Base
Budget	4000-4999: Books And Supplies

2018-19

Amount	\$103,000
Source	Base
Budget	4000-4999: Books And Supplies

2019-20

Amount	\$106,000
Source	Base
Budget	4000-4999: Books And Supplies

Reference		Reference		Reference	
Amount	\$15,000	Amount	\$10,000	Amount	\$10,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies possible EL curriculum/ intervention materials	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

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

[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

1.8 Continue to Evaluate SBAC,CELDT and classroom data for reclassification of English Learners.

2018-19

New Modified Unchanged

1.8 Continue to evaluate SBAC,CELDT and classroom data for reclassification of English Learners.

2019-20

New Modified Unchanged

1.8 Continue to evaluate SBAC,CELDT and classroom data for reclassification of English Learners.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference	no cost	Budget Reference	no cost	Budget Reference	no cost
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Action 9

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
<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

New Modified Unchanged

1.9 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration.

2018-19

New Modified Unchanged

1.9 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration.

2019-20

New Modified Unchanged

1.9 Continue to communicate with parent volunteers regarding needs and responsibilities. Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration.

BUDGETED EXPENDITURES

2017-18

Amount	\$700
Source	Base

2018-19

Amount	\$900
Source	Base

2019-20

Amount	\$1,000
Source	Base

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
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Action **10**

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

Students to be Served All Students with Disabilities

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

1.10 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.

2018-19

New Modified Unchanged

1.10 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.

2019-20

New Modified Unchanged

1.10 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$105,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$108,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$111,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

Action **11**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input 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:

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.11 Professional Development for EL Strategies to support teachers in delivering research based effective instruction to English Learners.

2018-19

New Modified Unchanged

1.11 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners.

2019-20

New Modified Unchanged

1.11 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners.

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$15,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$10,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **12**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<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:

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.12 Provide substitutes for release time for teachers as needed to participate in Lesson Study and Professional Learning Community Opportunities in the areas of: ELD, Math and ELA.

2018-19

New Modified Unchanged

1.12 Provide substitutes for release time for teachers as needed to participate in Lesson Study and Professional Learning Community Opportunities in the areas of: ELD, Math and ELA.

2019-20

New Modified Unchanged

1.12 Provide substitutes for release time for teachers as needed to participate in Lesson Study and Professional Learning Community Opportunities in the areas of: ELD, Math and ELA.

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$25,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **13**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input 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:

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.13 Provide Parent Education Opportunities for Families in the areas of Curriculum, Technology and Language Development (EL), through Software, Supplies, Subscriptions, Instructors and translators as needed.

2018-19

New Modified Unchanged

1.13 Continue to provide Parent Education Opportunities for Families in the areas of Curriculum, Technology and Language Development (EL), through Software, Supplies, Subscriptions, Instructors and translators as needed.

2019-20

New Modified Unchanged

1.13 Continue to provide Parent Education Opportunities for Families in the areas of Curriculum, Technology and Language Development (EL), through Software, Supplies, Subscriptions, Instructors and translators as needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Parent Trainings -
Amount	\$2,000

2018-19

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Amount	\$2,000

2019-20

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Amount	\$2,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **14**

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

Students to be Served All Students with Disabilities

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

1.14 After School tutoring: Weekly after school tutoring is provided by classroom Teachers to address the areas of need in individual or small group settings of their students.
Additional intensive tutoring will be provided for 2 additional days per week for students identified as

2018-19

New Modified Unchanged

1.14 After School tutoring: Weekly after school tutoring is provided by classroom Teachers to address the areas of need in individual or small group settings of their students.
Additional intensive tutoring will be provided for 2 additional days per week for students identified as

2019-20

New Modified Unchanged

1.14 After School tutoring: Weekly after school tutoring is provided by classroom Teachers to address the areas of need in individual or small group settings of their students.
Additional intensive tutoring will be provided for 2 additional days per week for students identified as

needed additional support.

needed additional support.

needed additional support.

BUDGETED EXPENDITURES

2017-18

Amount \$4,300

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

2018-19

Amount \$4,450

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

2019-20

Amount \$4,600

Source Supplemental

Budget Reference 2000-2999: Classified Personnel Salaries

Source Supplemental

Budget Reference 3000-3999: Employee Benefits

Action **15**

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

Students to be Served

All Students with Disabilities

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

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1.15 Gain historical on-going student academic data; pilot a computer based assessment program.

1.15 Gain historical on-going student academic data; purchase computer based assessment program.

1.15 Gain historical on-going student academic data; purchase computer based assessment program.

BUDGETED EXPENDITURES

2017-18

Amount \$7,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$10,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$10,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **16**

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

Students to be Served All Students with Disabilities

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.16 Add an additional administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.

1.16 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.

1.16 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.

BUDGETED EXPENDITURES

2017-18

Amount	\$85,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$20,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Base
Budget Reference	3000-3999: Employee Benefits
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$90,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$20,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Base
Budget Reference	3000-3999: Employee Benefits
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$95,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$20,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Base
Budget Reference	3000-3999: Employee Benefits
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Foster a respectful and collaborative culture that ensures social emotional well-being, and a safe environment for 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

NEED: After reviewing Staff, Student and Parent input, we know that the connectedness of our community is one of our strengths. That being said, we identify that we need to continue to ensure that our students feel connected to the school, and providing social and emotional tools so that they are not distracted and are best ready to learn and be successful.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 Parental Involvement	A, B, C: Parental volunteer participation, including parents of unduplicated students, and parents of students with exceptional needs, continued to be strong, verified by Volunteer logs, attendance at school events and Parent Teacher Conferences, and meeting sign-in sheets. RiTechA has a large parent involvement component to our school program. Parents are encouraged to volunteer 5 hours per month at our school. There are over 200 fingerprinted, registered volunteers. In addition to working in the classrooms, there are many committees and activities where parent involvement plays a large role: governing board, school	Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.	Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.	Parent volunteer participation, including parents of unduplicated and exceptional needs students, will maintain or increase verified by Parent Volunteer logs, Attendance at School events, Parent Teacher Conferences, and meeting sign-in sheets.

	<p>site council, parent booster club, 8th grade promotion committees, Middle School Activities committee, chess and lego clubs, parent/teacher conferences, Art docents, and IEP meetings. Many family events were held throughout the year to encourage parent involvement and participation such as; music concerts, awards ceremonies, sporting events, Science and Technology Night, Writing and Art Fair, and a Muliti-Cultural Night. Regular emails and monthly newsletters verify ongoing efforts to seek/encourage parent participation.</p>			
<p>Priority 5 Attendance Rates Chronic Absences Middle School Dropout Rate High School Dropout and High School Graduation Rates: not applicable to a K-8 school</p>	<p>2016-17 Illuminate Reports verify: A: Attendance rate: 96% B: Chronic Absence rate: 4% C: Middle School Drop Out Rate: 0% D, E: High School Dropout and High School Graduation Rates: not applicable to a K-8 school</p>	<p>Attendance rates will continue to maintain at a 96% or higher. Maintain or decrease our Chronic Absence rate of 4%. Maintain Middle School Dropout Rate</p>	<p>Attendance rates will continue to maintain at a 96% or higher. Maintain or decrease our Chronic Absence rate of 4%. Maintain Middle School Dropout Rate</p>	<p>Attendance rates will continue to maintain at a 96% or higher. Maintain or decrease our Chronic Absence rate of 4%. Maintain Middle School Dropout Rate</p>
<p>Priority 6 Suspension Rate Expulsion Rate Survey results</p>	<p>2016-17 Illuminate Reports verify: A: Suspension Rate: 4% B: Expulsion Rate: 0.1% C: Student Survey:C: Student Survey results indicate that: 62% of students surveyed like coming to school at RiTechA; All of the time. 36% of students surveyed like coming to school at RiTechA; Most of the time. 74% of students surveyed feel</p>	<p>Suspension will decrease/maintain from baseline Expulsion Rate: will maintain at less than 1% Student Survey: students will be annually surveyed for feedback on school climate.</p>	<p>Suspension will decrease/maintain from baseline Expulsion Rate: will maintain at less than 1% Student Survey: students will be annually surveyed for feedback on school climate.</p>	<p>Suspension will decrease/maintain from baseline Expulsion Rate: will maintain at less than 1% Student Survey: students will be annually surveyed for feedback on school climate.</p>

	<p>like their Teachers help them when needed; All of the time. 25% of students surveyed feel like their Teachers help them when needed; Most of the time.</p> <p>57% of students surveyed feel like people at RiTechA care about them; All of the time.</p> <p>39% of students surveyed feel like people at RiTechA care about them; Most of the time.</p> <p>64% of students surveyed know where to go to when they need help; All of the time.</p> <p>30% of students surveyed know where to go to when they need help; Most of the time.</p>			
<p>Priority 8 Student Enrollment Rate Student Enrollment Retention Rate</p>	<p>2016-17 Illuminate Reports verify: Student Enrollment and retention rate: 91% Enrollment: 547 (based on 1-8 enrollment on 8.10.16) (based on K-7 enrollment on 6.1.16)</p>	<p>Enrollment and retention rates of students will maintain as verified by student information system reports (Illuminate)</p>	<p>Enrollment and retention rates of students will maintain as verified by student information system reports (Illuminate)</p>	<p>Enrollment and retention rates of students will maintain as verified by student information system reports (Illuminate)</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:

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

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

2.1 Continue and expand character education program with all staff participating in recognizing students good character. Teachers will provide instructional time for character education on a weekly basis. Additional instructional materials will be purchased for new staff, as needed. Prizes for good character recognition. Assemblies to support the Character program will be scheduled.

2018-19

- New Modified Unchanged

2.1 Continue and expand character education program with all staff participating in recognizing students good character. Teachers will provide instructional time for character education on a weekly basis. Additional instructional materials will be purchased for new staff, as needed.. Prizes for good character recognition. Assemblies to support the Character program will be scheduled.

2019-20

- New Modified Unchanged

2.1 Continue character education program with all staff participating in recognizing students good character. Teachers will provide instructional time for character education on a weekly basis. Additional instructional materials will be purchased for new staff, as needed. Prizes for good character recognition. Assemblies to support the Character program will be scheduled.

BUDGETED EXPENDITURES

2017-18

Amount	\$4500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$4500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Books and resources for character counts program

2019-20

Amount	\$4500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Books and resources for character counts program

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

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

2.2 Train office staff on public relations and creating a welcoming culture encouraging parent volunteerism

2018-19

New Modified Unchanged

2.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.

2019-20

New Modified Unchanged

2.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.

BUDGETED EXPENDITURES

2017-18

Amount	\$750
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$750
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$750
Source	Base
Budget Reference	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 All Students with Disabilities

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

2.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club. Materials and resources for after school programs.

2018-19

New Modified Unchanged

2.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club. Materials and resources for after school programs.

2019-20

New Modified Unchanged

2.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club. Materials and resources for after school programs.

BUDGETED EXPENDITURES

2017-18

Amount	\$4000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Amount	\$12,000
Source	Base

2018-19

Amount	\$4000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Amount	\$15,000
Source	Base

2019-20

Amount	\$4,000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Amount	\$18,000
Source	Base

Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for after school programs	Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for after school programs	Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for after school programs
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	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](#) All Students with Disabilities

[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

2.4 Expand the school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.

2018-19

New Modified Unchanged

2.4 Expand the school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.

2019-20

New Modified Unchanged

2.4 Expand the school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5500	Amount	\$3500	Amount	\$3500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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](#) All Students with Disabilities students in need of social and emotional support

[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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.5 Support students social and emotional well-being with small group counseling and individual therapy.

2.5 Support students social and emotional well-being with small group counseling and individual therapy.

2.5 Support students social and emotional well-being with small group counseling and individual therapy.

BUDGETED EXPENDITURES

2017-18

Amount	\$40,000
Source	Base

2018-19

Amount	\$40,000
Source	Base

2019-20

Amount	\$40,000
Source	Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Contract with Valley Community Counseling

Budget Reference 5000-5999: Services And Other Operating Expenditures Contract with Valley Community Counseling

Budget Reference 5000-5999: Services And Other Operating Expenditures Contract with Valley Community Counseling

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

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.6 Professional Development to continue to develop staff cultural competence and use of culturally and linguistically relevant instructional practices.

2.6 Professional Development to continue to develop staff cultural competence and use of culturally and linguistically relevant instructional practices.

2.6 Professional Development to continue to develop staff cultural competence and use of culturally and linguistically relevant instructional practices.

BUDGETED EXPENDITURES

2017-18

Amount \$1500

Source Base

2018-19

Amount \$1500

Source Base

2019-20

Amount \$1,500

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

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

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

2.7 Continue with school-wide student broadcasting program for weekly announcements and current events. Purchase broadcasting equipment and other supplies to promote school activities/events.

2018-19

New Modified Unchanged

2.7 Continue with school-wide student broadcasting program for weekly announcements and other school activities/events

2019-20

New Modified Unchanged

2.7 Continue with school-wide student broadcasting program for weekly announcements and other school activities/events

BUDGETED EXPENDITURES

2017-18

Amount \$2,000

Source Base

2018-19

Amount \$2,000

Source Base

2019-20

Amount \$2,000

Source Base

Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
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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

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.8 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.

2.8 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.

2.8 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **9**

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.9 Workshops: continue to seek out Professional Development options to provide and share information with the teaching staff to best meet the needs of at risk students.

2018-19

New Modified Unchanged

2.9 Workshops: continue to seek out Professional Development options to provide and share information with the teaching staff to best meet the needs of at risk students.

2019-20

New Modified Unchanged

2.9 Workshops: continue to seek out Professional Development options to provide and share information with the teaching staff to best meet the needs of at risk students.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$1,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **10**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<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:

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.10 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.

2018-19

New Modified Unchanged

2.10 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.

2019-20

New Modified Unchanged

2.10 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$240,817

Percentage to Increase or Improve Services: 4.98%

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](#)).

River Islands Technology Academy does not receive concentration funds. RiTechA is a single school district with 611 students in grades K-8. For the 2016-17 school year, The demographics of the student body are 27% Free/Reduced and 16.% English Learners. Currently, we do not have any foster youth or homeless students, however, we have policies and funds should the need for services arise. Being a single school district, the unduplicated pupil percentage is 35%, and the majority of the Actions and Services in our LCAP are provided on a school-wide basis.

Supplemental Funds are used to provide Actions and Services to help accomplish both Goal 1 & Goal 2.

In Goal 1 supplemental funds are used for the following Actions/Service:

- **A/S 5 Paraprofessionals:** Paraprofessionals are utilized to support students within the classroom, who are in need of additional support including English Learners, Low Income and Foster Youth as appropriate. School-wide is the most effective use of funds for this A/S because students benefit from additional instructional support and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, access to Academic Standards, and priority four Pupil Achievement.
- **A/S 7 Instructional/Supplemental Materials:** both base and supplemental funds will be used to provide instructional and supplemental curriculum, materials and supplies. School-wide is the most effective use of funds as needs will arise for materials and this action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated.
- **A/S11 English Learner Development Professional Development:** A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Base some with Supplemental funds, and for that reason this is considered school-wide use. School-wide use is justified because the trainings that are designed to increase learning for, and specific to, low income, foster youth, and English learner pupils will be paid for with supplemental funds. School-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, access to Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement
- **A/S 13 Parent Trainings:** A variety of parent information, training and activity nights are being implemented. This is justified school-wide because both base

and supplemental funds are being provided based on the events put in place and expanding parental involvement is encouraged. School-wide is the most effective use of funds because, experience shows that, student learning improves when their parents are involved in their education. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

- A/S 14 Additional Tutoring: Additional Tutoring, beyond the weekly classroom tutoring, is being provided from supplemental funds due to an increase of the numbers of at risk students being identified, including English Learner, Low- Income and Foster Youth students. School-wide is the most effective use of funds because as we have more at risk students enroll who need more services, we need to provide more tutoring opportunities to best meet the needs of students as they come. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement.
- A/S 16 Administrator/Instructional Coach: An Additional Administrator/Instructional Coach will be provided using both base and supplemental funds. The Administrator/Coach will provide hands-on in class support to teachers to help them improve instruction to best serve all our students, including English Learners, Low Income and Foster Youth students. School-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement. Specific coaching in the area of English Language Development will also be principally directed towards meeting the schools goal of EL progress, enabling students to access state standards and make academic progress.

In Goal 2 supplemental funds are used for the following Actions/Service:

A/S 9 Workshops/Trainings: Supplemental funds will be used to support the participation and attendance at workshops and trainings to best prepare our instructional staff to meet the individual needs of students, including English Learners, and Low Income students. This information, as research supports, will further prepare our teachers to provide the best instructional environment for students as possible. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priorities 5 & 6.

The Actions/Services in Goals 1 & 2 described above, are principally directed and most effective in meeting the individual and specific needs of our EL and Low Income students. In our experience, classroom teachers are best able to meet the needs of the students they have within their, class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing weekly tutoring to their own students in order to make it intentionally directed towards each students' needs. Additional support with extra tutoring opportunities, parent training events and an Instructional Coach all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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.

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) "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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	815,813.00	2,026,106.24	2,873,329.00	3,043,578.00	3,019,774.00	8,936,681.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	808,813.00	2,026,106.24	2,736,029.00	2,914,128.00	2,893,174.00	8,543,331.00
Supplemental	7,000.00	0.00	137,300.00	129,450.00	126,600.00	393,350.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	815,813.00	2,026,106.24	2,873,329.00	3,043,578.00	3,019,774.00	8,936,681.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	333,750.00	1,447,753.00	2,051,285.00	2,111,098.00	2,164,617.00	6,327,000.00
2000-2999: Classified Personnel Salaries	47,256.00	54,000.00	91,300.00	188,450.00	94,600.00	374,350.00
3000-3999: Employee Benefits	48,000.00	220,600.00	355,094.00	370,430.00	385,084.00	1,110,608.00
4000-4999: Books And Supplies	283,600.00	230,094.24	239,200.00	238,400.00	244,500.00	722,100.00
5000-5999: Services And Other Operating Expenditures	62,896.00	37,409.00	80,000.00	83,750.00	84,523.00	248,273.00
5800: Professional/Consulting Services And Operating Expenditures	40,311.00	36,250.00	56,450.00	51,450.00	46,450.00	154,350.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	815,813.00	2,026,106.24	2,873,329.00	3,043,578.00	3,019,774.00	8,936,681.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	333,750.00	1,447,753.00	2,031,285.00	2,091,098.00	2,142,617.00	6,265,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	20,000.00	20,000.00	22,000.00	62,000.00
2000-2999: Classified Personnel Salaries	Base	47,256.00	54,000.00	10,000.00	105,000.00	11,000.00	126,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	81,300.00	83,450.00	83,600.00	248,350.00
3000-3999: Employee Benefits	Base	48,000.00	220,600.00	355,094.00	370,430.00	385,084.00	1,110,608.00
4000-4999: Books And Supplies	Base	283,600.00	230,094.24	224,200.00	228,400.00	234,500.00	687,100.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	15,000.00	10,000.00	10,000.00	35,000.00
5000-5999: Services And Other Operating Expenditures	Base	61,896.00	37,409.00	79,000.00	82,750.00	83,523.00	245,273.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	34,311.00	36,250.00	36,450.00	36,450.00	36,450.00	109,350.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	6,000.00	0.00	20,000.00	15,000.00	10,000.00	45,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,794,579.00	2,963,828.00	2,937,024.00	8,695,431.00
Goal 2	78,750.00	79,750.00	82,750.00	241,250.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00

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