

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

LEA Name	Linns Valley-Poso Flat Union School District		
Contact Name and Title	Tammy Pritchard Superintendent	Email and Phone	tapritc@zeus.kern.org 661-536-8811

2017-20 Plan Summary

THE STORY

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

Linns Valley School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades Transitional Kindergarten through eighth grade. The current enrollment is 23 students with an average ADA of 20.6. The school supports cultural awareness on a daily basis through its diverse literature selections. Linns Valley is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential. Our supplemental and Concentration funding is based on 73% unduplicated count.



LCAP HIGHLIGHTS

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

The LCAP for 2017-18 has three main goals: 1. To keep and maintain a safe school environment to ensure a successful pathway to student's achievement, 2. To achieve full implementation of the CCSS or Common Core State Standards by year 2019, and 3. To increase parental involvement in both decision making and in activities. These goals were created after communicating through meetings, surveys, and discussions with stakeholders. This is a three year plan describing the actions that are planned to achieve these three goals. All three goals were designed to increase the success of all students.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

A great success that Linns Valley has seen this year is the increase in attendance. With each student striving for perfect attendance we have seen an increase from 76% attendance to a 92.6% attendance in one school year. We have had great support from our parents/guardians in making sure their student is at school each day. We plan on continuing the changed weekly schedule of extending the school day which allows Fridays to be dismissed at 12:35. This allows parents to take students to their needed appointments outside of school hours. We also will continue the positive reinforcement through awards and certificates on a weekly, monthly and trimester basis. The California School Dashboard shows the district "Blue" for suspension.

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

We have the following needs: to have CC aligned benchmarks, Professional Development around ELA, increased parental involvement.

We will be providing professional development for all teachers through KCSOS. We will have a committee that will give the invites and encouragement to include parents in our various activities and groups. The teachers/admin will meet as a group and put together CC aligned benchmarks.

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?

There is a gap between the gen ed students and some of the sp ed students. We will purchase supplementary materials and work in small groups for struggling students.

PERFORMANCE GAPS

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.

1. Ensure highly qualified teachers
2. Updated curriculum

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	\$601,687.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$103,450.00

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.

General Fund Budgeted expenditures not included in the LCAP include certificated and classified employee salaries and benefits, books and supplies, operating costs such as utilities, maintenance, and repair, as well as contracted services such as Special Education services provided by the Kern County Superintendent of Schools - SELPA.

\$322,591.00	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

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Modernization of the school to provide a safe and positive environment. Small Schools consortia activities to balance social/academic interactions.

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

- A. School attendance rates: 90%
- B. Chronic absenteeism: 2%
- C. Middle school drop out rates: 0
- D. High school drop out rates: N/A
- E. High school graduation rate: N/A

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

- A. Pupil Suspension rates: 0
- B. Pupil expulsion rates: 0
- C. 90% of the results of a survey that will be given to our pupils, parents, and staff will show a sense of safety and school connectedness

ACTUAL

The moderization is 90% complete and is providing a safe and positive environment. Linns Valley School participated in the small school consortia activities, which balance social/academic interaction.

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

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

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

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

ACTIONS / SERVICES

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

Action **1**

<p>Actions/Services</p>	<p>PLANNED Students will continue to participate in Small Schools Consortia activities such as athletic competitions and social events.</p>	<p>ACTUAL Students continued to participate in Small Schools Consortia activities, such as athletic competitions and social events.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies Supplemental \$5,580 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental \$1,500</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental \$1,256 5000-5999: Services And Other Operating Expenditures Base \$850 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental \$870.72</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED We will hold weekly/monthly/yearly competitions rewarding students with perfect attendance. A truant letter will be sent out on the third absence. Parent meetings will be held to relay the importance of attendance for all students. School attendance goals will be available in the Bobcat Newsletter. Academic week will be changed to accommodate pupils to ensure better attendance. The calendar week will be changed by adding 20 minutes to each day, (Monday -Thursday). Friday will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.</p>	<p>ACTUAL We held weekly/monthly/yearly competitions rewarding students with perfect attendance. A truant letter was sent out on the third consecutive unexcused absence. Parent meetings were held to relay the importance of attendance for all students. School attendance goals were available in the Bobcat Newsletter. Academic week was changed to accommodate pupils to ensure better attendance. The calendar week was changed by adding 20 minutes to each day, (Monday-Thursday). Most Fridays were a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies Supplemental \$1,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental \$187</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED To increase the safety for all, outdoor lighting will be increased.</p>	<p>ACTUAL We were unable to increase the outdoor lighting. We are currently working with Prop 39 to get the funding for lighting.</p>
<p>Expenditures</p>	<p>BUDGETED 6000-6999: Capital Outlay Base \$1,000</p>	<p>ESTIMATED ACTUAL 6000-6999: Capital Outlay Base 0</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.

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

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

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

By changing the calendar week, allowing parents to have Friday afternoon to take their students to town for any appointments, the goal of 90% school attendance rate was reached. Celebrating with positive rewards for weekly, monthly and trimester perfect attendance; encouraged students to come to school daily. We had fewer students who were truant this year. Having students participate in the sports activities, provided by the Small Schools Consortia, provided a well balanced curriculum ensuring students' achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated amount was more than actual cost.

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

We will continue to have the current calendar week; keeping most Fridays an early out. The students are dismissed at 12:35 on the Fridays that we do not have sport events or other Small School activities. We will continue to give awards, which gives positive reinforcement for all students receiving perfect attendance. The attendance goals will be communicated through the Bobcat Newsletter. All of these actions will be on year one, goal one for the 2017-20 LCAP. The outside lighting is being addressed through Prop 39 funding and will continue to be a goal in year one for the 2017-20 LCAP.

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

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Partial implementation of CCSS standards with current up- to- date CCSS adoptions will be implemented. Library inventory will be increased.

Priority 1 Basic Services
 A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
 B. 100% of pupils have sufficient access to standards-aligned instructional materials.
 C. School facilities are maintained in good repair, FIT report good

Priority 2 Implementation of state standards for all students including EL
 A. Implementation of the academic content and performance standards adopted by the state board will be partial as measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. 45% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A

ACTUAL

Partial implementation of CCSS with current up-to-date CCSS adoptions were implemented. Library books were increased by purchasing some classroom sets of literature books.

Priority 1 Basic Services
 A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
 B. 100% of pupils have sufficient access to standards-aligned instructional materials.
 C. School facilities are maintained in good repair, FIT report good.

Priority 2 Implementation of State standards for all students including EL
 A. Implementation of the academic content and performance standards adopted by the state board were partial as measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District.

Priority 4 Pupil Achievement
 A. 50% of students met or exceeded expectations in ELA and 32% in Math as measured Statewide SBAC test results.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A

D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access

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

Priority 8 Other Pupil Outcomes Metrics

A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 100% of students will pass Physical Fitness test.

D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access

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

Priority 8 Other Pupil Outcomes Metrics

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

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Hire HQ full time teacher to ensure appropriate instructional age grouping.</p>	<p>ACTUAL We hired a HQ full time teacher to ensure appropriate instructional age grouping.</p>
Expenditures	<p>BUDGETED 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries REAP \$18,113</p>	<p>ESTIMATED ACTUAL 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$50,983 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries REAP \$8,904.47</p>

Action **2**

Actions/Services	PLANNED Professional Development for new English Language Arts curriculum.	ACTUAL Professional Development was provided by Houghton Mifflin.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0

Action **3**

Actions/Services	PLANNED Purchase supplementary Language Arts and Math materials for struggling students.	ACTUAL Supplementary materials for Language Arts and Math were purchased.
Expenditures	4000-4999: Books And Supplies Supplemental \$2,000	4000-4999: Books And Supplies Supplemental \$1,026

Action **4**

Actions/Services	PLANNED Provide Academic Intervention (AI) for struggling students.	ACTUAL Academic Intervention was provided for struggling students.
Expenditures	4000-4999: Books And Supplies Base \$1,000	4000-4999: Books And Supplies Base \$165

Action **5**

Actions/Services	PLANNED Purchase Math and Language Arts technology software for students of all grade levels. Purchase Document camera (Doc-Cam) for teachers to use with smart board.	ACTUAL Math and Language Arts technology was not purchased due to the fact that we still do not have adequate technology (internet). Doc Cam was purchased for one classroom.
Expenditures	BUDGETED 4000-4999: Books And Supplies REAP \$2,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies REAP \$528

Action **6**

Actions/Services	PLANNED Provide on going Smart Board training for teachers and students.	ACTUAL Smart Board training was provided.
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures REAP \$1,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures REAP \$89

Action **7**

Actions/Services	<p>PLANNED Provide Supplemental Music/Fine Arts</p>	<p>ACTUAL Music (recorders, guitars, bells, and choir) was provided to students on Wednesdays, from 12:35 - 2:35 pm each week.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Base \$2,700</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.

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

The implementation of the above actions were as followed: we hired a fully credentialed full time teacher to ensure appropriate instructional age grouping, the Language Arts professional development was given at Buttonwill School, various supplementary supplies were purchased to enhance our Language Arts and Math curriculum, Academic Intervention was put into place to allow students to receive extra help as needed, a Doc camera was purchased for the jr. high teacher to use in presenting instruction, smart board training was provided to the staff, and a part time music teacher was hired to work with all students once a week.

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

Hiring a full time credentialed teacher allowed the students to be grouped in more appropriate age classrooms. The presenters of Houghton Mifflin presented at Buttonwill District a teacher training on the newly adopted common core Language Arts program. This allowed teachers to see some of the great programs, lesson plans etc that was embedded into the program. By purchasing supplementary supplies the teachers are better able to provide to the needs of their individual students within their classroom. Academic Intervention allowed time for the teachers to work with the students who needed extra help and also allowed for all others to work on enrichment or homework. The smartboard training was provided, however; the implementation of using the smartboard was limited due to the lack of sufficient internet. The doc camera allowed the visual learners to see what is being taught as well as hearing the lesson at the same time. Our music teacher worked with each classroom of students (three classrooms) once a week. They were being taught, tone, notes, guitars, bells, recorders and how to sing both as a group and/or as a solo.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated amount was more than the actual cost.

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

We will continue to teach our students with three fully credentialed teachers. We will continue to provide Professional Development throughout the CCSS curriculum. We will adopt the new social studies program when it becomes available. We will continue to add supplementary material as needed to ensure that CCSS are being met. We will continue with our Academic Intervention within our classrooms. We will continue to have our music teacher work with all students once a week. Our technology materials were not updated this year due to a lack of internet capabilities. We will continue to move forward on getting our microwave tower put into place and having sufficient internet capabilities for our students. We will also continue with the smartboard training once the internet is working. This will be found in the 2017-18 LCAP.

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 3

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3 Parental Involvement
 A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony will be offered to increase parent involvement .)
 B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony.)
 C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.

ACTUAL

Priority 3 Parental Involvement
 A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (stakeholder survey, 1 Back-to-School Night, 1 Movie Night, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony was offered to increase parent involvement.)
 B. Activities/efforts the district provided to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students were personally invited to: take the survey, 1 Back-to-School Night, Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony.)
 C. Same as individuals with exceptional needs, parents of student with exceptional needs were personally invited to all above activities as well as their student's IEP.

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 Stakeholder Meetings throughout the school year.
4000-4999: Books And Supplies Base \$500

ACTUAL
We had a meeting at Back-To-School night, Planning Meeting in October and stakeholder survey.
4000-4999: Books And Supplies Base 0

Expenditures

Action **2**

Actions/Services

PLANNED
Continue with parent, family and school informational notices through weekly newsletter.
4000-4999: Books And Supplies Base \$400

ACTUAL
Bobcat Newsletter was submitted as a hard copy and/or through ParentSquare.
4000-4999: Books And Supplies Base 0

Expenditures

Action **3**

Actions/Services

PLANNED
Meet and Greet social hour between school staff, teachers, administration, board members and parents.
Back- to- School Night
Parent/Community BBQ
Awards Ceremony
Kindergarten Graduation/8th Grade Graduation
Winter Program
Movie Night
4000-4999: Books And Supplies Base \$1,500

ACTUAL
We had Back-To-School night, a Spaghetti dinner, a movie night, a winter program, a science fair, an award ceremony and both the Kindergarten and 8th grade graduation.
4000-4999: Books And Supplies Base \$373

Expenditures

Action **4**

Actions/Services

PLANNED
To address our need for parent communication we will implement a web based program called Parentsquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.
BUDGETED
5900: Communications Base \$600

ACTUAL
ParentSquare was started after the first few weeks of the school year. Parents were invited to connect with the new web based program and once they did we were able to communicate to one another through this program.
ESTIMATED ACTUAL
5900: Communications Base \$600

Expenditures

ANALYSIS

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

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

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

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

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

There was an increase in parent involvement this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated amount was more than the actual cost.

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

We will increase the opportunities for parent involvement. This will be identified in the 2017-18 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?

1. Input gathered at Board meetings
2. Information shared at Superintendent meetings and LCAP workshops
3. Sept. 21, 2016 Stakeholders meeting.
4. Discussions with teachers, staff, parents, students and community members.
5. October 10, 2016- Stakeholders Meeting
6. CO-OP meetings
7. Input shared through ParentSquare
8. Public Hearing on June 14, 2017
9. Board Approval on June 21, 2017
10. Survey was provided to parents, community members, staff, and students. Survey was done anonymously and asked questions regarding each of the three goals in the LCAP. They rated how well the school was achieving each goal. They were also able to put in any comments regarding each questions.
11. Bargaining Units do not exist and therefore we are not consulted

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

- Purchase CCSS curriculum
- Modernize School
- Increase Parental Involvement

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. We want to ensure a positive environment within the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates B. Chronic absenteeism C. Middle school drop out rates D. High school drop out rates E. High school graduation rate Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates B. Pupil expulsion rates C. 90% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.	Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 92.65% B. Chronic absenteeism: 3% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 0 B. Pupil expulsion rates: 0 C. 100% of the results of a survey that will be given to our pupils, parents, and staff will	Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 93% B. Chronic absenteeism: 2% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 0 B. Pupil expulsion rates: 0 C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.	Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 93.5% B. Chronic absenteeism: 2% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 0 B. Pupil expulsion rates: 0 C. 100% of the results of a survey that will be given to our pupils, parents, and staff will	Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 94% B. Chronic absenteeism: 2% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 0 B. Pupil expulsion rates: 0 C. 100% of the results of a survey that will be given to our pupils, parents, and staff will each show a sense of safety and school connectedness.

	each show a sense of safety and school connectedness.		each show a sense of safety and school connectedness.	
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<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 type="checkbox"/> English Learners	<input 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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

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

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<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 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)

[Location\(s\)](#)
 All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Window Covering will be added to the classrooms.

2018-19

New
 Modified
 Unchanged

Replace existing blacktop.

2019-20

New
 Modified
 Unchanged

paint the exterior of the school

BUDGETED EXPENDITURES

2017-18

Amount	\$3,000
Source	Base
Budget Reference	6000-6999: Capital Outlay

2018-19

Amount	\$5,000
Source	Base
Budget Reference	6000-6999: Capital Outlay

2019-20

Amount	\$5,000
Source	Base
Budget Reference	6000-6999: Capital Outlay

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

2. As of July 2016, 50% of the students in grades 3rd-8th meet or exceed expectations as measured by the SBAC and Benchmark testing for English Language Arts and 32% of the students in grades 3rd-8th meet or exceed expectations as measured by the SBAC and Benchmark testing for Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services A. Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, FIT report good Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the	Priority 1 Basic Services A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. 100% of pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, FIT report good Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board is partial as	Priority 1 Basic Services A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. 100% of pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, FIT report good Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board will be	Priority 1 Basic Services A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. 100% of pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, FIT report good Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board will be fully	Priority 1 Basic Services A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. B. 100% of pupils have sufficient access to standards-aligned instructional materials. C. School facilities are maintained in good repair, FIT report good Priority 2 Implementation of state standards for all students including EL A. Implementation of the academic content and performance standards adopted by the state board will be fully

APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. Students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.
 B. API-N/A
 C. Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
 D. EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate
 F. Pupils passed AP exam with score of 3 or higher- N/A
 G. Pupils in EAP - N/A

Priority 7 Course Access
 A. Students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B. Programs and services are developed and provided for unduplicated students
 C. Programs and services are developed and provided for students with exceptional needs

Priority 8 Other Pupil Outcomes Metrics
 A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results)

measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. 50% of the students in grade 3rd-8th did exceed expectations as measured Statewide SBAC test results in ELA and 32% in Math.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
 D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access
 A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B. Programs and services are developed and provided to 100% of unduplicated pupils.
 C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

Priority 8 Other Pupil Outcomes Metrics
 A. Pupil outcomes in the subject areas described in sections

substantial as measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. 52% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 34% in Math.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
 D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access
 A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B. Programs and services are developed and provided to 100% of unduplicated pupils.
 C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

Priority 8 Other Pupil Outcomes Metrics

implemented as measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. 53% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 35% in Math.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
 D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access
 A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B. Programs and services are developed and provided to 100% of unduplicated pupils.
 C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

Priority 8 Other Pupil Outcomes Metrics

implemented as measured by the APS and Administrative observation.
 B. There are no English Language Learners in the Linns Valley-Poso Flat School District

Priority 4 Pupil Achievement
 A. 54% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in ELA and 36% in Math.
 B. API-N/A
 C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A
 D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District
 E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District
 F. % of pupils passed AP exam with score of 3 or higher- N/A
 G. % of pupils in EAP - N/A

Priority 7 Course Access
 A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
 B. Programs and services are developed and provided to 100% of unduplicated pupils.
 C. Programs and services are developed and provided to 100% of individuals with exceptional needs.

Priority 8 Other Pupil Outcomes Metrics

	mentioned above, not available. (i.e. Physical Fitness results) 75% of students will pass Physical Fitness test.	A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 77% of students will pass Physical Fitness test.	A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 79% of students will pass Physical Fitness test.	A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 81% of students will pass Physical Fitness test.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase newly adopted Social Studies curriculum for all levels (K-8th).
Purchase Library Books

2018-19

New Modified Unchanged

Purchase newly adopted Science curriculum for all levels (K-8th).
Purchase Library Books

2019-20

New Modified Unchanged

Purchase Library Books and classroom sets of literature books.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
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 **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Professional Development for new Social Studies curriculum for instructional staff.	Provide Professional Development for new Science curriculum for instructional staff.	Provide Professional Development Across the Curriculum

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
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 3

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase supplementary materials for struggling students.

2018-19

New Modified Unchanged

Purchase supplementary materials for struggling students.

2019-20

New Modified Unchanged

Purchase supplementary materials for struggling students.

BUDGETED EXPENDITURES

2017-18

Amount \$2,000

2018-19

Amount \$2,000

2019-20

Amount \$2,000

Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Academic Intervention (AI) for struggling students.

2018-19

New Modified Unchanged

Provide Academic Intervention (AI) for struggling students.

2019-20

New Modified Unchanged

Provide Academic Intervention (AI) for struggling students.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$1,000
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$1,000
 Source Supplemental
 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 [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Supplemental Music/Fine Arts

2018-19

New Modified Unchanged

Provide Supplemental Music/Fine Arts

2019-20

New Modified Unchanged

Provide Supplemental Music/Fine Arts

BUDGETED EXPENDITURES

2017-18

Amount	\$4,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$4,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$4,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **6**

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	<input type="checkbox"/> [Specific Student Group(s)]
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

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$52,837
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999 Employee Benefits
Amount	\$18,113

2018-19

Amount	\$52,837
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999 Employee Benefits
Amount	\$18,113

2019-20

Amount	\$52,837
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3000-3999 Employee Benefits
Amount	\$18,113

Source	REAP
Budget Reference	3000-3999: Employee Benefits 1000-1999 Certificated Personnel Salaries

Source	REAP
Budget Reference	3000-3999: Employee Benefits 1000-1999 Certificated Personnel Salaries

Source	REAP
Budget Reference	3000-3999: Employee Benefits 1000-1999 Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

3. Present attendance at Stakeholder Meeting 87% as measured by attendance accounting.

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Graduations, Parent/Community BBQ, Awards Ceremony.)
 C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.

Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)
 C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)
 C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)
 C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

Movie Nights, Annual Softball Tournament, Winter Program, Graduations, Parent/Community BBQ, Awards Ceremony.)
 C. Maintain 100% of parents of student with exceptional needs will be personally invited through ParentSquare and/or a call to attend all above activities as well as their student's IEP.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<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 type="checkbox"/> English Learners	<input 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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue Stakeholder Meetings throughout the school year.

Continue Stakeholder Meetings throughout the school year.

Continue Stakeholder Meetings throughout the school year.

BUDGETED EXPENDITURES

2017-18

Amount \$500
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$500
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$500
 Source Supplemental
 Budget Reference 4000-4999: Books And Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

Movie Night

Movie Night

Movie Night

BUDGETED EXPENDITURES

2017-18

Amount \$500
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$500
 Source Base
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$500
 Source Base
 Budget Reference 4000-4999: Books And Supplies

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

To address our need for parent communication we will continue to implement a web based program called ParentSquare. This will allow teachers and

To address our need for parent communication we will maintain a web based program called ParentSquare.

To address our need for parent communication we will maintain a web based program called ParentSquare.

administration to communicate with parents on a regular basis as needed.

This will allow teachers and administration to communicate with parents on a regular basis as needed.

This will allow teachers and administration to communicate with parents on a regular basis as needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$600
Source	Supplemental
Budget Reference	5900: Communications

2018-19

Amount	\$600
Source	Supplemental
Budget Reference	5900: Communications

2019-20

Amount	\$600
Source	Supplemental
Budget Reference	5900: Communications

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$7,624

Percentage to Increase or Improve Services: 4.63%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

68 % of the students at Linns Valley School represent unduplicated pupils. There are no Foster children and no English language learners. Due to this high percentage, funds will be used in a District-wide/school-wide manner, with the funds principally directed to meet the needs of the unduplicated student population. Students will be served to meet their needs. By providing expenditures district-wide, Linns Valley will best serve all students, specifically our targeted pupils.

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

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

Increase Parental Involvement

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	95,530.00	68,532.19	103,450.00	105,450.00	105,450.00	314,350.00
Base	9,000.00	4,688.00	18,900.00	20,900.00	20,900.00	60,700.00
REAP	21,113.00	9,521.47	18,113.00	18,113.00	18,113.00	54,339.00
Supplemental	12,580.00	3,339.72	13,600.00	13,600.00	13,600.00	40,800.00
Title I	52,837.00	50,983.00	52,837.00	52,837.00	52,837.00	158,511.00

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

Total Expenditures by Object Type						
Object Type	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	95,530.00	68,532.19	103,450.00	105,450.00	105,450.00	314,350.00
1000-1999: Certificated Personnel Salaries	70,950.00	59,887.47	52,837.00	52,837.00	52,837.00	158,511.00
2000-2999: Classified Personnel Salaries	1,500.00	870.72	1,500.00	1,500.00	1,500.00	4,500.00
3000-3999: Employee Benefits	0.00	0.00	18,113.00	18,113.00	18,113.00	54,339.00
4000-4999: Books And Supplies	13,980.00	3,535.00	20,900.00	20,900.00	20,900.00	62,700.00
5000-5999: Services And Other Operating Expenditures	0.00	850.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00	2,789.00	6,500.00	6,500.00	6,500.00	19,500.00
5900: Communications	600.00	600.00	600.00	600.00	600.00	1,800.00
6000-6999: Capital Outlay	1,000.00	0.00	3,000.00	5,000.00	5,000.00	13,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	95,530.00	68,532.19	103,450.00	105,450.00	105,450.00	314,350.00
1000-1999: Certificated Personnel Salaries	REAP	18,113.00	8,904.47	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	52,837.00	50,983.00	52,837.00	52,837.00	52,837.00	158,511.00
2000-2999: Classified Personnel Salaries	Supplemental	1,500.00	870.72	1,500.00	1,500.00	1,500.00	4,500.00
3000-3999: Employee Benefits	REAP	0.00	0.00	18,113.00	18,113.00	18,113.00	54,339.00
4000-4999: Books And Supplies	Base	3,400.00	538.00	15,900.00	15,900.00	15,900.00	47,700.00
4000-4999: Books And Supplies	REAP	2,000.00	528.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	8,580.00	2,469.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	850.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	4,000.00	2,700.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	REAP	1,000.00	89.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,500.00	0.00	6,500.00	6,500.00	6,500.00	19,500.00
5900: Communications	Base	600.00	600.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental	0.00	0.00	600.00	600.00	600.00	1,800.00
6000-6999: Capital Outlay	Base	1,000.00	0.00	3,000.00	5,000.00	5,000.00	13,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,000.00	8,000.00	8,000.00	22,000.00
Goal 2	95,450.00	95,450.00	95,450.00	286,350.00
Goal 3	2,000.00	2,000.00	2,000.00	6,000.00

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