

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Home Joint Elementary School District

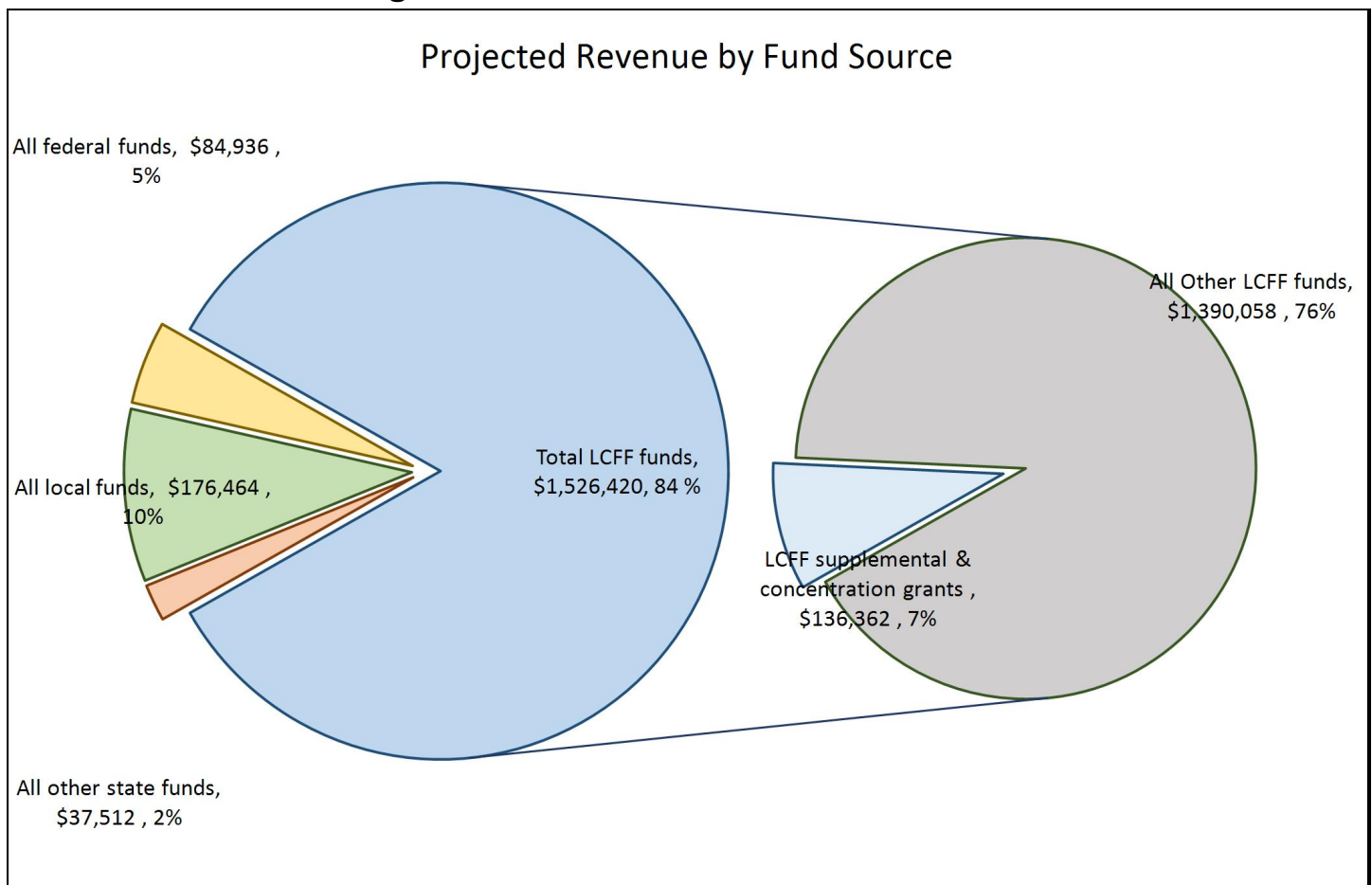
CDS Code: 50-71324-6053201

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

LEA contact information: Tom Price, Superintendent / Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

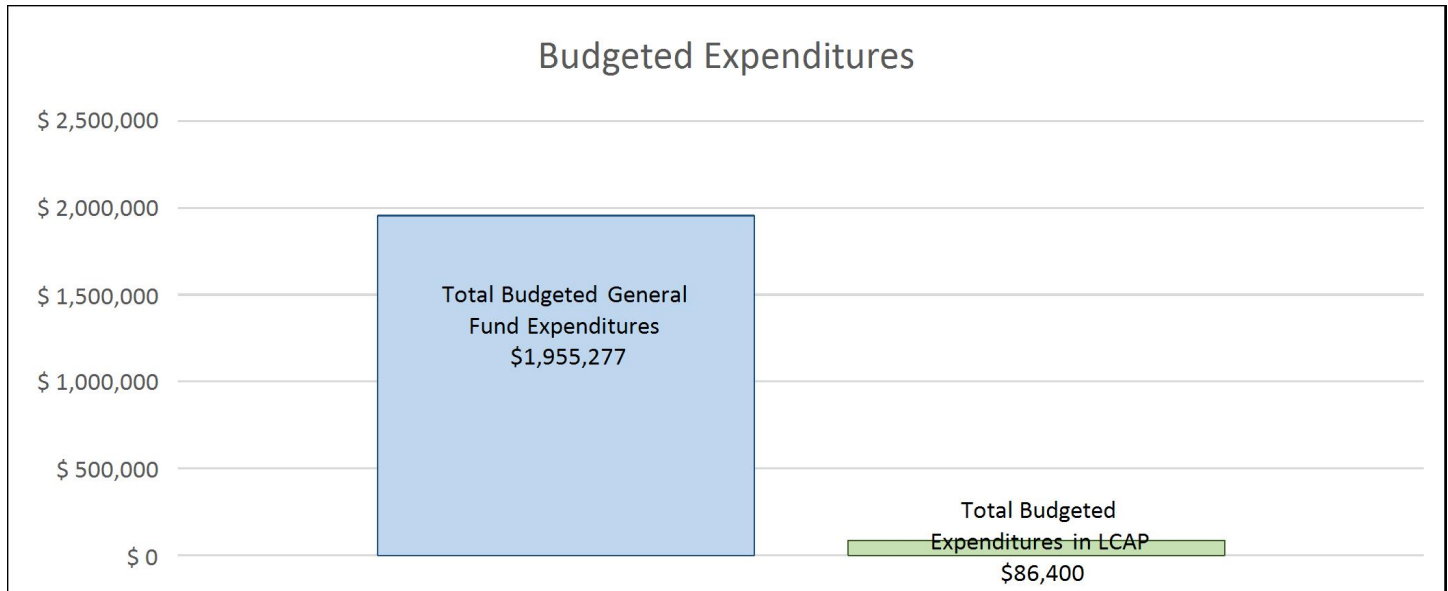


This chart shows the total general purpose revenue Valley Home Joint Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Valley Home Joint Elementary School District is \$1,825,332, of which \$1,526,420 is Local Control Funding Formula (LCFF), \$37,512 is other state funds, \$176,464 is local funds, and \$84,936 is federal funds. Of the \$1,526,420 in LCFF Funds, \$136,362 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Valley Home Joint Elementary School District plans to spend \$1,955,277 for the 2019-20 school year. Of that amount, \$86,400 is tied to actions/services in the LCAP and \$1,868,877 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

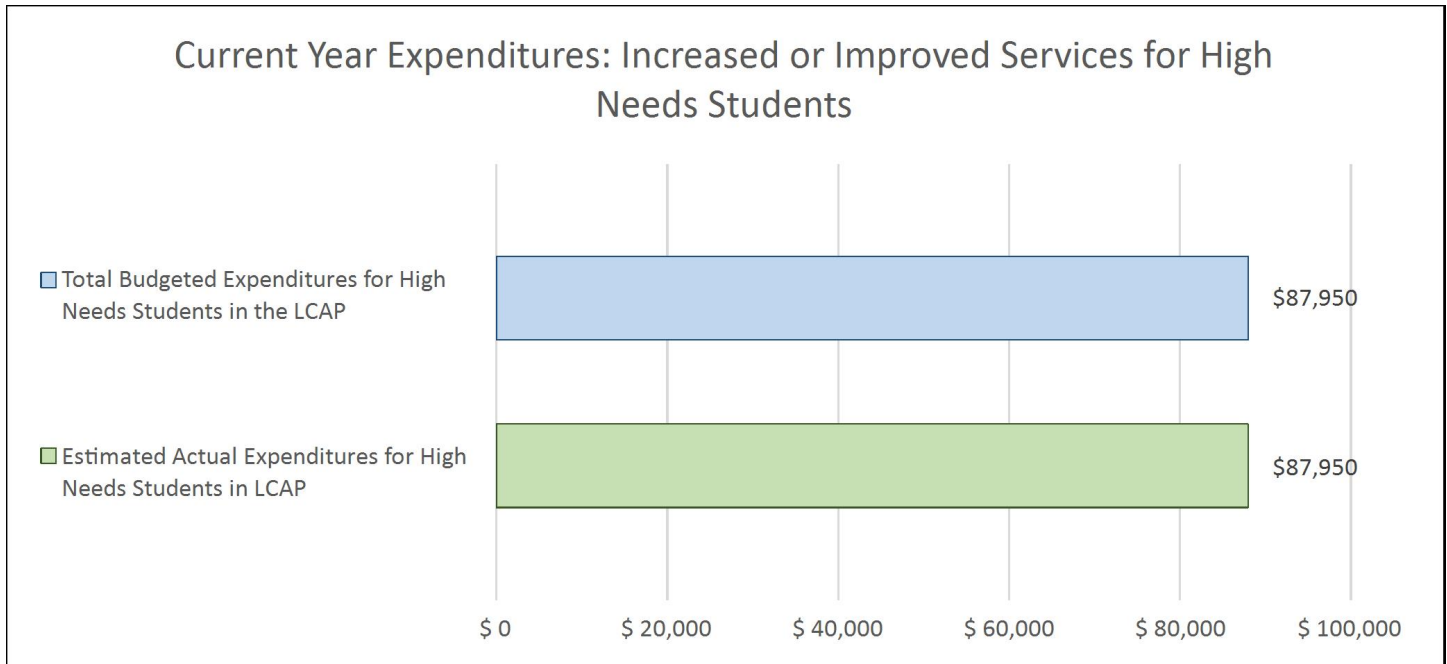
- Certificated Salaries \$564,211
- Classified Salaries \$349,487
- Benefits \$370,673
- Materials & Supplies \$87,444
- Services & Utilities \$337,018
- Capital Outlay \$30,000
- Indirect & Transfers \$80,082

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

In 2019-20, Valley Home Joint Elementary School District is projecting it will receive \$136,362 based on the enrollment of foster youth, English learner, and low-income students. Valley Home Joint Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Valley Home Joint Elementary School District plans to spend \$136,362 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Valley Home Joint Elementary School District's LCAP budgeted \$87,950 for planned actions to increase or improve services for high needs students. Valley Home Joint Elementary School District estimates that it will actually spend \$87,950 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Valley Home Joint Elementary
School District

Contact Name and Title

Tom Price
Superintendent / Principal

Email and Phone

tprice@vhjsd.org
(209) 847-0117

2017-20 Plan Summary

The Story

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

The Valley Home Joint School District is a small, rural, progressive K-8 school district serving students and parents in a 50 square mile area in the California Central Valley at the base of the Sierra foothills. Valley Home has two school sites; one that serves students in grades kindergarten through third grade and one which serves fourth through eighth-grade students. The enrollment hovers around 170 students (averaging 44% Hispanic or Latino, 51% White & 9% other) and draws from a diverse range of socio-economic backgrounds. The school enjoys a very stable community with values that support our many student programs. Due to the small school population, the entire scope of service identified in this plan includes all students. Support services from the Stanislaus County Office of Education include business services, internet, mail, legal, psychologist, nurse, and substitute teacher placement. The district belongs to a SELPA which supports special education services for qualified students.

A Valley Home School graduate will possess a sense of dignity and self-respect in having acquired the skills necessary to succeed academically and socially. Students master the skills necessary to enable them to tolerate and appreciate individual differences in others. They will master problem-solving skills which allow them to confidently and competently analyze information. Valley Home students take pride in their citizenship skills which reflect patriotism and a commitment to family, community and global responsibility. Students are encouraged to work hard at developing self-discipline, a healthy lifestyle and an intrinsic motivation to succeed.

LCAP Highlights

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

One highlight planned for the 2019-20 LCAP is a professional development day for teachers from all the small school districts in the county (Nov 1st, 2019). These small school districts typically have only one teacher per grade level so having an opportunity to collaborate with teachers of the same grade should provide support for all teachers. This will be delivered by county office staff and the content will be based on surveys given to all the teachers during the 2018-19 school year. In 2019-20, with the enrollment in 7th & 8th grade expected to hover around 25, the school plans to hire additional instructional paraprofessional staff to support the combination class. Part-time classified positions to assist in classrooms will be maintained through the 2019-20 school year. With the addition of grant funding, the counselor position will be maintained at least through to the end of the 2019-20 school year.

Review of Performance

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

Greatest Progress

According to the California School Dashboard, CAASPP results indicate an overall improvement schoolwide in both ELA and mathematics. The suspension rate remains very low. Enrollment for the 2019-20 school year is projected to remain very close to that of 2018-19. The district continues to contract with the Center for Human Services for a counselor to be on campus one day each week. The counselor provides social, emotional and academic support to referred students who have parent permission to participate. The LCAP budget for 2019-20 includes purchasing a sufficient number of Chromebooks so the ratio of computers to students will be one to one. The second year of the MTSS plan promises to bring a greater analysis of data that will drive targeted academic, behavioral, social and emotional support.

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

Greatest Needs

Even though the LCFF Evaluation Rubrics indicate Valley Home experienced some growth in English Language Arts and mathematics there is still room for improvement. Intervention for students will continue to be a priority in 2019-20. Teachers have been challenged to use the data to prepare effective lessons during school and during after-school interventions. Additional training for staff is needed to enable them to better provide extra support for struggling students and provide individualized support when needed. Socioeconomically disadvantaged students must continue to be targeted for extra assistance. Plans for utilizing a coaching model with the assistance of the county office of education in 2019-20 are in the works.

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

Performance Gaps

On average the students in the Socioeconomically Disadvantaged subgroup did not meet standards in ELA or mathematics on the 2018-19 CAASPP. To correct this gap in performance after school support will be available in all grade levels during the 2019-20 school year.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Valley Home Joint School District has no CSI schools.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

- A. The district will establish appropriate conditions of learning as identified under Williams Act legislation.
- A 1. Teacher assignments and credentialing will be monitored to verify appropriate assignments to pupil groups and subject areas.
- A 2. All students will continue to have access to State adopted, standards-aligned instructional materials.
- A 3. School facilities will be maintained and in good repair.
- A 4. Academic content standards adopted by the California State Board of Education will be implemented in the District's established course of study.
- A 5. All students will be enrolled in the courses of study in all required subject areas.

State and/or Local Priorities addressed by this goal:

- | | |
|-------------------|--|
| State Priorities: | Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning) |
| Local Priorities: | |

Annual Measurable Outcomes

Expected

Metric/Indicator

- 1A. Teachers are appropriately assigned and credentialed
- 1B. All students have access to standards aligned textbooks
- 1C. School facilities are maintained in good repair.
- 2A. State content and performance standards have been adopted
- 2B. ELD support is provided by the teacher and EL paraprofessional
- 7A. Students receive the full curriculum (ELA, mathematics, social studies/history, science) daily.
- 7B. Paraprofessional support is available to all students
- 7C. Students with exceptional needs receive appropriate services

18-19

- 1A. Increase the percentage of Highly Qualified staff to 100%.
- 1B. Adopted textbooks will be available for all students.
- 1C. School facilities will be rated in 'good' or 'exemplary' condition
- 2A. All teachers will teach state-approved content and performance standards
- 2B. All identified English learners will receive daily support
- 7A. All students will receive the full curriculum
- 7B. Paraprofessional support is available to all students not meeting standards
- 7C. All students with exceptional needs will receive appropriate services as indicated in the IEP, 504 or other plans

Baseline

- 1A. 78% (7 of 9) of the teachers held clear credentials during 2016-17. Two have Temporary Staff permits
- 1B. Adopted textbooks were available for all students in 2016-17
- 1C. School facilities are rated in 'good' or 'exemplary' condition
- 2A. 100% of teachers teach state content and performance standards
- 2B. ELD support is provided daily by the teacher and EL para
- 7A. 100% of students receive the full curriculum (ELA, mathematics, social studies/history, science) daily
- 7B. Paraprofessional support is provided for all unduplicated pupils
- 7C. 100% of students with IEPs & others with exceptional needs receive services at least one day per week.

Actual

- 1A. 88% (7 of 8) teachers are appropriately assigned and credentialed. One is a 2nd year intern.
- 1B. All students have access to standards aligned textbooks.
- 1C. School facilities are maintained and in good repair.
- 2A. State content and performance standards have been adopted.
- 2B. ELD support is provided by the teacher and ELD paraprofessional.
- 7A. All students receive the full curriculum (ELA, mathematics, social studies/history, science) daily.
- 7B. Paraprofessional support is available to all students.
- 7C. All students with exceptional needs receive appropriate services.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The District will discontinue this action in the LCAP	The action was discontinued.	1. Williams Act (No cost) 0 0	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. The District will continue to provide maintenance and up keep, monitor facility and certify the annual completion of School Facility Inspection Tool.	The FIT was completed in January.	2. General facility maintenance and up keep 5000-5999: Services And Other Operating Expenditures Base \$5,000	0000: Unrestricted Base \$6,000
		Replenish Playground Bark	0000: Unrestricted Other \$862
		4000-4999: Books And Supplies Other \$800	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. The District will discontinue this action in the LCAP	The action was discontinued.	CBEDS data collection 0000: Unrestricted Other \$0	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. The District will continue to report on services and review all suggestions for improvements by the School Safety Committee	The School Safety Committee met with the Superintendent to review safety matters and consider improvements on both campuses.	Maintain Burglar & Fire Alarm Services 5000-5999: Services And Other Operating Expenditures Base \$1,340	0000: Unrestricted Base \$1,956

Maintain Pest Control Services
5000-5999: Services And Other
Operating Expenditures Base
\$1,560

0000: Unrestricted Base \$1,560

Action 5

Planned Actions/Services

5. District will continue to review and update math curriculum adoptions.

Actual Actions/Services

The district will maintain the current math adoption through 2020.

Budgeted Expenditures

Maintain Math Curriculum
adoptions & copying modules
4000-4999: Books And Supplies
Supplemental \$5,000

Estimated Actual Expenditures

copying modules 4000-4999:
Books And Supplies
Supplemental \$3,000

Action 6

Planned Actions/Services

6. District will maintain to an annual review of inventory surveys from each teacher to determine appropriate quantities of textbooks for all students.

Actual Actions/Services

All teachers returned inventory surveys in May.

Budgeted Expenditures

Textbook Replacement 4000-
4999: Books And Supplies Base
\$2,000

Estimated Actual Expenditures

4000-4999: Books And Supplies
Other \$2,000

Action 7

Planned Actions/Services

7. Administration will continue conduct classroom walkthroughs to determine implementation of curriculum.

Actual Actions/Services

The superintendent and consultants conducted walkthroughs in all classrooms. General feedback was given to all teachers.

Budgeted Expenditures

Classroom walkthroughs 0000:
Unrestricted Other \$0

Estimated Actual Expenditures

0000: Unrestricted Other 0

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

8. The administration will continue to monitor teacher professional development to ensure that teachers are trained in the Common Core State Standards. One teacher will participate in the Induction Program. One veteran teacher will serve as Support Provider	All teachers participated in at least one workshop to support standards aligned instruction in core subjects.	Professional Development 5000-5999: Services And Other Operating Expenditures Other \$4,000	5000-5999: Services And Other Operating Expenditures Title \$4,000
---	---	---	--

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. The District will discontinue this action in the LCAP	This action was discontinued.	Review course enrollement 0000: Unrestricted Other \$0	
		Incorporate yearly District-wide: Spelling Bee and Science Fair (\$500.00)(Supplemental) 0000: Unrestricted Supplemental \$500.00	0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. The District will continue to review new State adopted curriculum and professional development will be provided to all instructional staff to support and continue to implement programs and services to enable English learners to access State Adopted Common Core academic standards and the English Language Development Standards.	Teachers previewed science and social science curriculum while making sure they included high quality English Learner support materials.	Review and update state adopted EL curriculum 0000: Unrestricted Other \$0	0000: Unrestricted Other 0
		Professional Development 5000-5999: Services And Other Operating Expenditures Title \$2,000	ELPAC Workshops 5000-5999: Services And Other Operating Expenditures Title \$2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation was successful. The goals were achieved.

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

The actions & services were effective as measured by multiple school surveys and assessment data. Math & ELA adoptions are current and teachers are receiving training. Surveys indicate students feel safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were very close to budget.

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.

Actions 1,3,& 9 were discontinued in 2018-19. There were no major changes to the other goals or actions as approved by stakeholders.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

B The District will establish an education system to support student achievement in academic, physical and social development.

B 1. The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all State assessed subject areas.

B 2. The District will monitor student progress through assessment data to identify areas of academic strengths and weaknesses to promote academic achievement and increase standards proficiency for all students.

B 3. The District will ensure that all students will participate in a required sports program in grades 5-8.

B 4. All students will participate in a weekly intentional skill based physical fitness activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

4A. Pupil achievement will be measured by the CAASPP
 4B. Academic Performance Index data will be used to identify strengths & weaknesses
 4C Not Applicable-not a high school district
 4D. CELDT data will be used to measure progress toward English proficiency
 4E. English learners will be screened for reclassification
 4F. Not Applicable- not a high school district
 4G. Not Applicable-not a high school district
 5A. School attendance rates are monitored
 5B. Chronic absenteeism will be monitored
 5C. Middle School Dropout rates will be monitored
 5D. Not Applicable - not a high school district
 5E. Not Applicable - not a high school district
 8. Pupil Outcomes will indicate growth

18-19

4A. Pupil achievement will be measured by the CAASPP and show growth over prior year in all subgroups
 4B. Academic Performance Index data will be used to identify strengths & weaknesses
 4C Not Applicable-not a high school district
 4D. CELDT data will be used to measure progress toward English proficiency with an 85% progress rate
 4E. English learners will be screened for reclassification 15% will be reclassified
 4F. Not Applicable- not a high school district
 4G. Not Applicable-not a high school district
 5A. School attendance rates are monitored - goal of 96% or better
 5B. Chronic absenteeism will be monitored - goal of fewer than 3%
 5C. Middle School Dropout rates will be monitored - goal of 0%
 5D. Not Applicable - not a high school district
 5E. Not Applicable - not a high school district
 8. Pupil Outcomes will indicate growth

Actual

4A. Pupil achievement was measured by the CAASPP
 4B. Academic Performance data was used to identify strengths and weaknesses.
 4C. Not Applicable - not a high school district
 4D. CELDT data is no longer used to measure progress toward English proficiency. ELPAC data is now being used.
 4E. English learners were screened for reclassification
 4F. Not Applicable - not a high school district
 4G. Not Applicable - not a high school district
 5A. School attendance rates were monitored.
 5B. Chronic absenteeism was monitored
 5C. Middle School Dropout rates were monitored.
 5D. Not Applicable - not a high school district
 5E. Not Applicable - not a high school district
 8. Pupil Outcomes indicate growth

Expected

Baseline

4A. 100% of eligible students will take the CAASPP
 4B. The API will be used by all staff to identify strengths & weaknesses based on pupil performance
 4C. Not Applicable
 4D. The CELDT will be administered to all eligible students and the data will indicate that 85% of students are progressing toward English proficiency
 4E. 15% of English learners will be reclassified each year
 4F. Not Applicable
 4G. Not Applicable
 5A. The average daily attendance will be 96%
 5B. 100% families of students with 10 or more absences prior to May 1st will be contacted for a conference. SARB will be used if parents fail to attend the conference.
 5C. 100% of middle school students will graduate from 8th grade
 5D. Not Applicable
 5E. Not Applicable
 8 Pupil outcomes will indicate growth

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The District will continue to review and update curriculum adoptions to meet the Common Core State Standards.	The staff reviewed curriculum adoptions during the 2018-19 school year.	Review current adoption to align to new standards 0000: Unrestricted Other \$0	0000: Unrestricted Other 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Expand the purchase of supplementary materials to support instruction for Common Core	VHJSD renewed the online licenses for the STAR ELA & Math assessments.	Renew Renaissance STAR assessments for ELA and Math 5000-5999: Services And Other	5000-5999: Services And Other Operating Expenditures Title \$1,815

Standards and prepare students for SBAC testing.

Operating Expenditures Title
\$4,000

Action 3

Planned Actions/Services

3. The administration will monitor teacher professional development to ensure that teachers are trained to maximize use state adopted materials that are aligned with state standards.

Actual Actions/Services

The administration approved state standards-aligned professional development workshops for all teachers during the 2018-19 school year. The AR license was renewed to provide a supplement to the ELA curriculum and encourage independent reading.

Budgeted Expenditures

Renew Accelerated Reader for ELA enrichment 5000-5999: Services And Other Operating Expenditures Title \$1,200

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Title
\$2,279

Action 4

Planned Actions/Services

4. District will analyze and monitor state assessment data (CAASPP & ELPAC)

Actual Actions/Services

The district reviewed CAASPP & ELPAC data with consultants from the county office of education.

Budgeted Expenditures

Professional development 5000-5999: Services And Other Operating Expenditures Title
\$1,500

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Title
\$1,000

Action 5

Planned Actions/Services

5. Provide a skill focused physical fitness program

Actual Actions/Services

Teachers in grades 4 - 8 revised and improved the physical education program during the 2018-19 school year.

Budgeted Expenditures

Testing Fees 5000-5999: Services And Other Operating Expenditures Title \$500

Provide a daily, skills based, physical fitness program to meet state physical fitness requirements 0000: Unrestricted Other \$0

Replace worn out equipment and maintain transportation to and

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Title
\$500

0000: Unrestricted Other 0

4000-4999: Books And Supplies Base \$1,000

from sporting events. 2000-2999:
Classified Personnel Salaries
Title \$1,200

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Maintain career days/touring colleges, guest speakers to motivate students to set goals and further advance their education.	Ag Day and Career day were not offered during the 2018-19 school year. This will be revisited for the 2019-20 school year.	Ag Day 0001-0999: Unrestricted: Locally Defined Other \$0	5000-5999: Services And Other Operating Expenditures Supplemental 0
		Carrer days / college/university tours / guest speakers 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000	5000-5999: Services And Other Operating Expenditures Supplemental 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Continue to provide bilingual instructional praprofessionals to support EL students	A full-time, trained, bilingual paraprofessional was provided for all English Learners.	Bilingual paraprofessional 2000-2999: Classified Personnel Salaries Title \$29,000	2000-2999: Classified Personnel Salaries Title \$29,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Provide after school tutoring in lieu of summer school	All teachers offered after school tutoring to their students. Each teacher was paid for the first 22 hours. Most teachers offered far more than that.	after school tutoring 2000-2999: Classified Personnel Salaries Supplemental \$500	2000-2999: Classified Personnel Salaries Supplemental \$500
		Curriculum materials 4000-4999: Books And Supplies Supplemental \$1,000	4000-4999: Books And Supplies Supplemental \$5,00
		Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	1000-1999: Certificated Personnel Salaries Supplemental \$3,000

Bilingual paraprofessional 2000-2999: Classified Personnel Salaries Supplemental \$600

2000-2999: Classified Personnel Salaries Supplemental \$200

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Continue counseling services	The district contracted with the Center for Human Services to provide a counselor one day per week.	Contract with Center for Human Services for a SAS (weekly) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental \$5,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the implementation of the actions and services achieved the articulated goal.

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

Surveys and assessment data indicate most of the actions and services were effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences were negligible.

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.

There were no changes made to the goals.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

- C. The District will incorporate various methods to increase engagement throughout the district in a variety of manners.
- C 1. The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the District.
- C 2. The District will establish opportunities to involve parents in order to seek input to support and guide District decision making for all students.
- C 3. The District will implement a system of rewards to increase attendance and reduce chronic absenteeism. Teachers will set goals including special projects focused on increasing student engagement and academic performance.
- C 4. The District will provide activities throughout the year promoting student healthy choices and well-being.

State and/or Local Priorities addressed by this goal:

- | | |
|-------------------|--|
| State Priorities: | Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement) |
| Local Priorities: | |

Annual Measurable Outcomes

Expected

Metric/Indicator

3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback.
 3B. SSC & ELAC committees promote parental participation in school programs
 3C. Parents of students with exceptional needs will be invited to participate in the Community Advisory Committee.
 6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP
 6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.
 6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.

18-19

3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback.
 3B. SSC & ELAC committees promote parental participation in school programs
 3C. Parents of students with exceptional needs will be invited to participate in the Community Advisory Committee.
 6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP
 6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.
 6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.

Baseline

3A. The LCAP will appear on SSC, ELAC, & PTC agendas. The parent & staff survey will be given annually. The data will be shared with these committees.
 3B. The SSC & ELAC will meet at least four times during the school year.
 3C. A brochure with information regarding the Community Advisory Committee will be provided at each IEP.
 6A. There were only five school suspension days during 2016-17
 6B. There were no expulsions during the 2016-17 school year.
 6C. Surveys returned indicate 85% of of students feel safe at school and connected.

Actual

3A. Parent committees (SSC, ELAC, PTC) participated in decision making . Parent & staff surveys provided valuable feedback.
 3B. The SSC & ELAC committees promoted parental participation in school programs.
 3C. Parents of students with exceptional needs were invited to participate in the Community Advisory Committee.
 6A. The pupil suspension rate was reported to the school board and the data is included in the LCAP
 6B. The pupil expulsion rate was reported to the school board and the data is included in the LCAP.
 6C. Parents received an annual survey which includes questions relating to students' sense of safety and school connectedness.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Prioritize communication between school and home with phone calls, emails, newsletters, Back to School Night, the district website, Power School, and parent teacher conferences.	There was an increase in the number of communications between the school district and home through the use of Blackboard Connect.	Using 'Alert Now' telecommunication system 5000-5999: Services And Other Operating Expenditures Base \$600	5000-5999: Services And Other Operating Expenditures Base \$513
		Maintaining the district webpage 5000-5999: Services And Other Operating Expenditures Base \$1,800	5000-5999: Services And Other Operating Expenditures Base \$1,277
		Printing 'Back to School Night' materials 0000: Unrestricted Other \$0	0000: Unrestricted Other \$10
		Printing monthly newsletter 0000: Unrestricted Base \$100	4000-4999: Books And Supplies Base \$100
		Power School - student data base & parent portal 5000-5999: Services And Other Operating Expenditures Base \$12,000	5000-5999: Services And Other Operating Expenditures Base \$2,652

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Continue to provide an annual Title I meeting.	The annual Title 1 meeting was held prior to 'Back to School Night'	Publicity and translation 0000: Unrestricted Title \$100	4000-4999: Books And Supplies Title \$100

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

3. Maintain a District English Language Advisory Committee for English Language students.

The DELAC met four times during the 2018-19 school year.

Translation of materials and meetings 2000-2999: Classified Personnel Salaries Title \$200

2000-2999: Classified Personnel Salaries Title \$200

Action 4

Planned Actions/Services

4. Continue to hold School Site Council Meetings.

Actual Actions/Services

The School Site Council met four times during the 2018-19 school year.

Budgeted Expenditures

Publicity and duplication of materials 4000-4999: Books And Supplies Title \$100

Estimated Actual Expenditures

4000-4999: Books And Supplies Title \$100

Action 5

Planned Actions/Services

5. Offer minimum days for Parent/Teacher Conferences for all students

Actual Actions/Services

Four minimum days were provided to support parent teacher conferences.

Budgeted Expenditures

Printing materials (advertise, report cards, etc.) 4000-4999: Books And Supplies Title \$100

Estimated Actual Expenditures

4000-4999: Books And Supplies Title \$100

Action 6

Planned Actions/Services

6. Continue to review and monitor attendance data. Notify parents of attendance problems, Reward positive attendance.

Actual Actions/Services

Parents were notified of excessive absences. Good attendance was encouraged.

Budgeted Expenditures

Attendance Awards 4000-4999: Books And Supplies Supplemental \$1,000

Truancy letters and other information 4000-4999: Books And Supplies Supplemental \$100

Estimated Actual Expenditures

Awards 4000-4999: Books And Supplies Supplemental \$224

4000-4999: Books And Supplies Supplemental \$100

Action 7

Planned Actions/Services

7. Conduct California Healthy Kids Survey.

Actual Actions/Services

The CHKS was given during the 2018-19 school year.

Budgeted Expenditures

Printing & mailing (every other year only) 0000: Unrestricted Supplemental \$50

Estimated Actual Expenditures

0000: Unrestricted Supplemental \$50

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Revisit the participation in the Parenting Partners Workshops	The Parenting Partners program was not offered during the 2018-19 school year. This will be revisited during the 2019-20 school year.	Publicity, materials and childcare 0000: Unrestricted Title \$100	Parenting Partners 0000: Unrestricted Title 0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Student activities are included to increase interest and engagement	The Science Fair (STEM) and Spelling Bee were a great success. BTSN was well attended.	Back to School Night, Open House, Science Fair, Spelling Bee, School Garden, Art Show, 0000: Unrestricted Supplemental \$1,000	4000-4999: Books And Supplies Supplemental \$300

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.

Overall, the implementation of the actions and services was highly successful in achieving the goal.

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

The actions and services were effective as measured by surveys and assessment data. Parent surveys indicate a high degree of satisfaction with school to home communications and opportunities to get involved with their child's education at school. Parent teacher conferences were well attended and attendance data was adequate at approximately 96%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some programs were not as expensive as budgeted. These included attendance awards and after school activities. One program, Power School (student data base), was considerably more expensive than was budgeted.

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.

There were no significant changes to this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The following opportunities were provided to ensure a process for all stakeholders to have a meaningful engagement on the development of Valley Home's LCAP: LACP input was invited at staff meetings, collaboration meetings, ELAC, SSC, Title 1 parents, and Parent Teacher Club meetings. Both certificated and classified bargaining units were consulted and given opportunity to review the LCAP. Input was welcomed.

The English Language Advisory Committee meets five times a year. The meeting agendas include a full explanation of the LCFF. The meetings also provide a comprehensive opportunity for our Spanish speaking parents to evaluate progress on goals and brainstorm new ideas for improvement. Input from these meetings is shared with the School Site Council and the School Board.

The School Site Council also meets five times a year and include a comprehensive explanation of the LCFF. The meetings provide opportunity for parents and teachers to provide input, evaluate progress towards goals and brainstorm new ideas for improvement.

Staff meetings are held at least monthly and agendas include a full explanation of the LCFF. Staff reviews the LCAP and participates in the evaluation of goals. They also participate in the development of new goals for improvement. Their recommendations are shared with the School Site Council, ELAC, PTC and the Board.

Classified staff have been given with a full explanation of the LCFF. Opportunities are provided to evaluate goals and propose new areas for improvement.

A variety of committee meeting which include parents were held providing full explanation of the LCFF and LCAP. 31% of Parents responded to a school climate survey given in April, 2019. Committees used the data from the survey to influence recommendations and modifications for goals within the LCAP.

Students were also given an opportunity during their computer lab time to take the survey.

During 2018-19 the staff met to discuss specific goals written in the LCAP and how they would be implemented. During September, the specific professional development goals were outlined and attendance rewards were brainstormed. At the end of each trimester, staff evaluated how our goals were progressing. This is a regular agenda item on minimum day collaboration meetings for teachers.

During the superintendent "staff and management reports" in November, February and May reports of how our goals are progressing as written in the LCAP.

During the School Site Council Committee and English Advisory Committee meetings during March, April, and May progress of our LCAP goals were reviewed.

During our monthly staff meetings the goals were reviewed and changes were suggested.

All stakeholder's were given the opportunity to respond to the school climate survey in April. The surveys went home to every household.

Impact on LCAP and Annual Update

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

Guidance in developing priorities and goals for the District LCAP was given by specific group input as follows:

English Learner Parents once again expressed a strong desire to become more engaged in their students education. During the 2018-19 school year, there was an increase in before, during and after school interventions.

The district survey responses were reviewed by the staff, SSC, ELAC & Board. The review helped with the development or revision of LCAP priorities and goals. This committees were interested in providing additional avenues for parents to become more engaged in school.

During the 2018-19 school year attendance continued to be a concern. It was an unusual year in that there were more and prolonged illnesses reported than in recent years. Some parents are very casual about taking their children out of school. Newsletters emphasized the importance of being in school every day. Fourth through eighth grade teachers developed a comprehensive Physical Fitness activity plan to better prepare the students for the State Physical fitness performance test. The LCAP included goals & budget to support this goal.

Students, staff and parents are interested in increasing the awards for student recognition. This includes perfect attendance. They also wanted to have different physical fitness opportunities. Added to the plan was the P.E. units.

It was decided that students would be recognized for their perfect attendance during our Trimester Awards assemblies. Rewards and incentives for good attendance are included in the LCAP actions & services.

.

The School Board approved the goals as written.

The School Site Council reviewed the results of the surveys and the LCAP goals and agreed that the goals are appropriate and needed to continue in order to see positive results. Data on perfect attendance was reviewed and showed a similar percentage of students attaining perfect attendance as in prior years. Everyone agreed this goal should be continued for next year as is.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

A. The district will establish appropriate conditions of learning as identified under Williams Act legislation.

A 1. Teacher assignments and credentialing will be monitored to verify appropriate assignments to pupil groups and subject areas.

A 2. All students will continue to have access to State adopted, standards-aligned instructional materials.

A 3. School facilities will be maintained and in good repair.

A 4. Academic content standards adopted by the California State Board of Education will be implemented in the District's established course of study.

A 5. All students will be enrolled in the courses of study in all required subject areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Conditions of Learning:

1) Continue Basic Services by ensuring and verifying Williams Act Compliance at each school. (Priority 1)

* The district will complete annuals CBED's reporting including appropriate teacher assignments and determine teacher qualifications and assignment.

*The district will complete documentation and updating of current curriculum adoptions and annual inventories to determine appropriate quantities of textbooks.

*The district will complete the Annual School Facility Inspection Report.

* Review and approval of quarterly review of Williamson Act filed complaints with the district submitted to the Stanislaus County Office of Education.

2) Instruction of California State Board adopted academic and performance State Standards for all pupils (Priority 2)

*The district will annually monitor documentation and updating of current curriculum adoptions.

*The district will annually conduct inventories to determine appropriate quantities of textbooks.

*Administration will conduct regular classroom walk-throughs to determine implementation of curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Teachers are appropriately assigned and credentialed 1B. All students have access to standards aligned textbooks 1C. School facilities are maintained in good repair. 2A. State content and performance standards have been adopted 2B. ELD support is provided by the teacher and EL paraprofessional	1A. 78% (7 of 9) of the teachers held clear credentials during 2016-17. Two have Temporary Staff permits 1B. Adopted textbooks were available for all students in 2016-17 1C. School facilities are rated in 'good' or 'exemplary' condition 2A. 100% of teachers teach state content and performance standards	1A. Increase the percentage of Highly Qualified staff to 100%. 1B. Adopted textbooks will be available for all students. 1C. School facilities will be rated in 'good' or 'exemplary' condition 2A. All teachers will teach state-approved content and performance standards 2B. All identified English learners will receive daily support	1A. Increase the percentage of Highly Qualified staff to 100%. 1B. Adopted textbooks will be available for all students. 1C. School facilities will be rated in 'good' or 'exemplary' condition 2A. All teachers will teach state-approved content and performance standards 2B. All identified English learners will receive daily support	1A. Increase the percentage of Highly Qualified staff to 100%. 1B. Adopted textbooks will be available for all students. 1C. School facilities will be rated in 'good' or 'exemplary' condition 2A. All teachers will teach state-approved content and performance standards 2B. All identified English learners will receive daily support

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>7A. Students receive the full curriculum (ELA, mathematics, social studies/history, science) daily.</p> <p>7B. Paraprofessional support is available to all students</p> <p>7C. Students with exceptional needs receive appropriate services</p>	<p>2B. ELD support is provided daily by the teacher and EL para</p> <p>7A. 100% of students receive the full curriculum (ELA, mathematics, social studies/history, science) daily</p> <p>7B. Paraprofessional support is provided for all unduplicated pupils</p> <p>7C. 100% of students with IEPs & others with exceptional needs receive services at least one day per week.</p>	<p>7A. All students will receive the full curriculum</p> <p>7B. Paraprofessional support is available to all students not meeting standards</p> <p>7C. All students with exceptional needs will receive appropriate services as indicated in the IEP, 504 or other plans</p>	<p>7A. All students will receive the full curriculum</p> <p>7B. Paraprofessional support is available to all students not meeting standards</p> <p>7C. All students with exceptional needs will receive appropriate services as indicated in the IEP, 504 or other plans</p>	<p>7A. All students will receive the full curriculum</p> <p>7B. Paraprofessional support is available to all students not meeting standards</p> <p>7C. All students with exceptional needs will receive appropriate services as indicated in the IEP, 504 or other plans</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1. The District will continue to review and report each Quarterly Review of Williams Act complaints filed with the District.

2018-19 Actions/Services

1. The District will discontinue this action in the LCAP

2019-20 Actions/Services

1. The District will discontinue this action in the LCAP

Budgeted Expenditures

Year 2017-18

Amount

0

2018-19

0

2019-20

Budget

Reference

1. Williams Act (No cost)

1. Williams Act (No cost) 0

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2. The District will continue to provide maintenance and up keep, monitor facility and certify the annual completion of School Facility Inspection Tool.	2. The District will continue to provide maintenance and up keep, monitor facility and certify the annual completion of School Facility Inspection Tool.	2. The District will continue to provide maintenance and up keep, monitor facility and certify the annual completion of School Facility Inspection Tool.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. General facility maintenance and up keep.	5000-5999: Services And Other Operating Expenditures 2. General facility maintenance and up keep	5000-5999: Services And Other Operating Expenditures 2. General facility maintenance and up keep
Amount	\$600	\$800	\$800
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Replenish Playground Bark:	4000-4999: Books And Supplies Replenish Playground Bark	4000-4999: Books And Supplies Replenish Playground Bark

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3. The District will continue to monitor and certify the completion of CBED' s reporting including appropriate teacher assignment.

2018-19 Actions/Services

3. The District will discontinue this action in the LCAP

2019-20 Actions/Services

3. The District will discontinue this action in the LCAP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$0	
Source		Other	
Budget Reference	0000: Unrestricted 3. CBEDS (No cost)	0000: Unrestricted CBEDS data collection	

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

4. The District will continue to report on services and review all suggestions for improvements by the School Safety Committee

2018-19 Actions/Services

4. The District will continue to report on services and review all suggestions for improvements by the School Safety Committee

2019-20 Actions/Services

4. The District will continue to report on services and review all suggestions for improvements by the School Safety Committee

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,340	\$1,340	\$1,340
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4. Maintain Burglar & Fire Alarm Services	5000-5999: Services And Other Operating Expenditures Maintain Burglar & Fire Alarm Services	5000-5999: Services And Other Operating Expenditures Maintain Burglar & Fire Alarm Service
Amount	\$1,560	\$1,560	\$1,560
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Pest Control Services	5000-5999: Services And Other Operating Expenditures Maintain Pest Control Services	5000-5999: Services And Other Operating Expenditures Maintain Pest Control Services

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5. District will continue to review and update math curriculum adoptions.

2018-19 Actions/Services

5. District will continue to review and update math curriculum adoptions.

2019-20 Actions/Services

5. District will continue to review and update math curriculum adoptions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 5. Maintain Math Curriculum adoptions & copying modules	4000-4999: Books And Supplies Maintain Math Curriculum adoptions & copying modules	4000-4999: Books And Supplies Maintain Math Curriculum adoptions & copying modules

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6. District will maintain to an annual review of inventory surveys from each teacher to determine appropriate quantities of textbooks for all students.

2018-19 Actions/Services

6. District will maintain to an annual review of inventory surveys from each teacher to determine appropriate quantities of textbooks for all students.

2019-20 Actions/Services

6. District will maintain to an annual review of inventory surveys from each teacher to determine appropriate quantities of textbooks for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 6. Textbook replacement	4000-4999: Books And Supplies Textbook Replacement	4000-4999: Books And Supplies Textbook Replacement

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

7. Administration will continue conduct classroom walkthroughs to determine implementation of curriculum.

2018-19 Actions/Services

7. Administration will continue conduct classroom walkthroughs to determine implementation of curriculum.

2019-20 Actions/Services

7. Administration will continue conduct classroom walkthroughs to determine implementation of curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted 7. Classroom walkthroughs (No cost)	0000: Unrestricted Classroom walkthroughs	0000: Unrestricted Classroom walkthroughs

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

8. The administration will continue to monitor teacher professional development to ensure that teachers are trained in the Common Core State Standards. One teacher will participate in the Induction Program. One veteran teacher will serve as Support Provider

2018-19 Actions/Services

8. The administration will continue to monitor teacher professional development to ensure that teachers are trained in the Common Core State Standards. One teacher will participate in the Induction Program. One veteran teacher will serve as Support Provider

2019-20 Actions/Services

8. The administration will continue to monitor teacher professional development to ensure that teachers are trained in the Common Core State Standards. One teacher will participate in the Induction Program. One veteran teacher will serve as Support Provider

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.00	\$4,000	\$4,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 8. Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

9. District will continue to review students course enrollment and completion each trimester.

2018-19 Actions/Services

9. The District will discontinue this action in the LCAP

2019-20 Actions/Services

9. The District will discontinue this action in the LCAP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	
Source	Other	Other	
Budget Reference	0000: Unrestricted 9. Review course enrollment (No cost)	0000: Unrestricted Review course enrollment	
Amount	\$500.00	\$500.00	
Source	Supplemental	Supplemental	
Budget Reference	0000: Unrestricted 10. Incorporate yearly District-wide: Spelling Bee and Science Fair (\$500.00)(Supplemental)	0000: Unrestricted Incorporate yearly District-wide: Spelling Bee and Science Fair (\$500.00)(Supplemental)	

Action 10

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

10. The District will continue to review new State adopted curriculum and professional development will be provided to all instructional staff to support and continue to implement programs and services to enable English learners to access State Adopted Common Core academic standards and the English Language Development Standards.

2018-19 Actions/Services

10. The District will continue to review new State adopted curriculum and professional development will be provided to all instructional staff to support and continue to implement programs and services to enable English learners to access State Adopted Common Core academic standards and the English Language Development Standards.

2019-20 Actions/Services

The District will continue to review new State adopted curriculum and professional development will be provided to all instructional staff to support and continue to implement programs and services to enable English learners to access State Adopted Common Core academic standards and the English Language Development Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted 1. Review State adopted EL curriculum (none)	0000: Unrestricted Review and update state adopted EL curriculum	Review and update state approved EL curriculum materials

Amount	\$2,000.00	\$2,000	\$2,000
Source	Title	Title	Title
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

B The District will establish an education system to support student achievement in academic, physical and social development.

B 1. The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all State assessed subject areas.

B 2. The District will monitor student progress through assessment data to identify areas of academic strengths and weaknesses to promote academic achievement and increase standards proficiency for all students.

B 3. The District will ensure that all students will participate in a required sports program in grades 5-8.

B 4. All students will participate in a weekly intentional skill based physical fitness activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Pupil Outcomes:

1) Academic Achievement (Priority 4)

District will regularly review:

- *District trimester assessments and formative assessments.
- *District CST/SBAC data
- *ELPAC data
- *RFEP
- *API (No longer operational)

2) Other Student Outcomes (Priority 8)

- *Student in grades 5-8 will participate in identified sports education programs and participate in inter-mural sports.
- *Students will also participate in a weekly physical fitness program designed to increase student physical fitness as measured by the California Physical Fitness Testing and California Healthy Kids Survey.

3) Pupils will be required to be enrolled in courses of required subject areas. (Priority 7)

- *Regular monitoring of student records of enrollment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4A. Pupil achievement will be measured by the CAASPP 4B. Academic Performance Index data will be used to identify strengths & weaknesses 4C Not Applicable-not a high school district 4D. CELDT data will be used to measure progress toward English proficiency. The CELDT is no longer operational and the ELPAC will replace it starting in 2018.	4A. 100% of eligible students will take the CAASPP 4B. The API will be used by all staff to identify strengths & weaknesses based on pupil performance 4C. Not Applicable 4D. The CELDT will be administered to all eligible students and the data will indicate that 85% of students are progressing toward English proficiency	4A. Pupil achievement will be measured by the CAASPP and show growth over prior year in all subgroups 4B. Academic Performance Index data will be used to identify strengths & weaknesses 4C Not Applicable-not a high school district 4D. CELDT data will be used to measure progress toward English proficiency with an 85% progress rate	4A. Pupil achievement will be measured by the CAASPP and show growth over the prior year in all subgroups 4B. Academic Performance Index data will be used to identify strengths & weaknesses 4C Not Applicable-not a high school district 4D. CELDT data will be used to measure progress toward English proficiency with an 85% progress rate	4A. Pupil achievement will be measured by the CAASPP and show growth over prior year in all subgroups 4B. Academic Performance Index data will be used to identify strengths & weaknesses 4C Not Applicable-not a high school district 4D. ELPAC data will be used to measure progress toward English proficiency with an 85% progress rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4E. English learners will be screened for reclassification 4F. Not Applicable- not a high school district 4G. Not Applicable-not a high school district 5A. School attendance rates are monitored 5B. Chronic absenteeism will be monitored 5C. Middle School Dropout rates will be monitored 5D. Not Applicable - not a high school district 5E. Not Applicable - not a high school district 8. Pupil Outcomes will indicate growth	4E. 15% of English learners will be reclassified each year 4F. Not Applicable 4G. Not Applicable 5A. The average daily attendance will be 96% 5B. 100% families of students with 10 or more absences prior to May 1st will be contacted for a conference. SARB will be used if parents fail to attend the conference. 5C. 100% of middle school students will graduate from 8th grade 5D. Not Applicable 5E. Not Applicable 8 Pupil outcomes will indicate growth	4E. English learners will be screened for reclassification 15% will be reclassified 4F. Not Applicable- not a high school district 4G. Not Applicable-not a high school district 5A. School attendance rates are monitored - goal of 96% or better 5B. Chronic absenteeism will be monitored - goal of fewer than 3% 5C. Middle School Dropout rates will be monitored - goal of 0% 5D. Not Applicable - not a high school district 5E. Not Applicable - not a high school district 8. Pupil Outcomes will indicate growth	4E. English learners will be screened for reclassification 15% will be reclassified 4F. Not Applicable- not a high school district 4G. Not Applicable-not a high school district 5A. School attendance rates are monitored - goal of 96% or better 5B. Chronic absenteeism will be monitored - goal of fewer than 3% 5C. Middle School Dropout rates will be monitored - goal of 0% 5D. Not Applicable - not a high school district 5E. Not Applicable - not a high school district 8. Pupil Outcomes will indicate growth	4E. English learners will be screened for reclassification 15% will be reclassified 4F. Not Applicable- not a high school district 4G. Not Applicable-not a high school district 5A. School attendance rates are monitored - goal of 96% or better 5B. Chronic absenteeism will be monitored - goal of fewer than 3% 5C. Middle School Dropout rates will be monitored - goal of 0% 5D. Not Applicable - not a high school district 5E. Not Applicable - not a high school district 8. Pupil Outcomes will indicate growth

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. The District will continue to review and update curriculum adoptions to meet the Common Core State Standards.

2018-19 Actions/Services

1. The District will continue to review and update curriculum adoptions to meet the Common Core State Standards.

2019-20 Actions/Services

1. The District will continue to review and update curriculum adoptions to meet the Common Core State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted 1. Review current adoption to align to new standards. (none)	0000: Unrestricted Review current adoption to align to new standards	0000: Unrestricted Review current adoption to align to new standards

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2. Renew and upgrade materials to support instruction for Common Core Standards and prepare students for SBAC testing.

2018-19 Actions/Services

2. Expand the purchase of supplementary materials to support instruction for Common Core Standards and prepare students for SBAC testing.

2019-20 Actions/Services

2. Expand the purchase of supplementary materials to support instruction for Common Core Standards and prepare students for SBAC testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.00	\$4,000	\$4,000
Source	Title	Title	Title
Budget Reference	5000-5999: Services And Other Operating Expenditures Renew Renaissance STAR assessments for ELA and Math	5000-5999: Services And Other Operating Expenditures Renew Renaissance STAR assessments for ELA and Math	5000-5999: Services And Other Operating Expenditures Renew Renaissance STAR assessments for ELA and Math

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3. Administrator will continue to monitor teacher professional development to ensure that teachers are trained to use State adoptions. Materials for building reading comprehension will be renewed and updated annually.

2018-19 Actions/Services

3. The administration will monitor teacher professional development to ensure that teachers are trained to maximize use state adopted materials that are aligned with state standards.

2019-20 Actions/Services

3. The administration will monitor teacher professional development to ensure that teachers are trained to maximize use state adopted materials that are aligned with state standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200.00	\$1,200	\$1,200
Source	Title	Title	Title
Budget Reference	5000-5999: Services And Other Operating Expenditures Renew Accelerated Reader license for Reading Comprehension	5000-5999: Services And Other Operating Expenditures Renew Accelerated Reader for ELA enrichment	5000-5999: Services And Other Operating Expenditures Renew Accelerated Reader for ELA enrichment

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4. District will continue to analyze and monitor state assessment data (SBAC/CELDT). The district will implement intervention strategies in response to identified needs.

2018-19 Actions/Services

4. District will analyze and monitor state assessment data (CAASPP & ELPAC)

2019-20 Actions/Services

4. District will analyze and monitor state assessment data (CAASPP & ELPAC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500.00	\$1,500	\$1,500
Source	Title	Title	Title
Budget Reference	5000-5999: Services And Other Operating Expenditures 4. Professional development	5000-5999: Services And Other Operating Expenditures Professional development	5000-5999: Services And Other Operating Expenditures Professional development

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5. Physical fitness test results will be analyzed by staff. In response, the staff will develop and maintain a rigorous physical education program

2018-19 Actions/Services

5. Provide a skill focused physical fitness program

2019-20 Actions/Services

5. Provide a skill focused physical fitness program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500	\$500
Source	Title	Title	Title
Budget Reference	5000-5999: Services And Other Operating Expenditures 5. Testing fees	5000-5999: Services And Other Operating Expenditures Testing Fees	5000-5999: Services And Other Operating Expenditures Testing Fees
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted Provide a daily, skills based, physical fitness program to meet state physical fitness requirements	0000: Unrestricted Provide a daily, skills based, physical fitness program to meet state physical fitness requirements	0000: Unrestricted Provide a daily, skills based, physical fitness program to meet state physical fitness requirements

Amount	\$1,200	\$1,200	\$1,200
Source	Title	Title	Title
Budget Reference	2000-2999: Classified Personnel Salaries Purchase equipment for and and maintain transportation to and from sporting events.	2000-2999: Classified Personnel Salaries Replace worn out equipment and maintain transportation to and from sporting events.	2000-2999: Classified Personnel Salaries Replace worn out equipment and maintain transportation to and from sporting events.

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

6. Expand career days/touring colleges/speakers to motivate students to further advance their education.

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

Modified Action

2018-19 Actions/Services

6. Maintain career days/touring colleges, guest speakers to motivate students to set goals and further advance their education.

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

Unchanged Action

2019-20 Actions/Services

6. Maintain career days/touring colleges, guest speakers to motivate students to set goals and further advance their education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0001-0999: Unrestricted: Locally Defined Ag Day	0001-0999: Unrestricted: Locally Defined Ag Day	0001-0999: Unrestricted: Locally Defined Ag Day
Amount	\$1,000.00	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Career days/touring colleges/guest speakers	5000-5999: Services And Other Operating Expenditures Carrer days / college/university tours / guest speakers	5000-5999: Services And Other Operating Expenditures Carrer days / college/university tours / guest speakers
Budget Reference			

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

7. Continue to provide bilingual instructional paraprofessionals to support EL students

2018-19 Actions/Services

7. Continue to provide bilingual instructional paraprofessionals to support EL students

2019-20 Actions/Services

7. Continue to provide bilingual instructional paraprofessionals to support EL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$29,000	\$29,000
Source	Title	Title	Title
Budget Reference	2000-2999: Classified Personnel Salaries Bilingual paraprofessional	2000-2999: Classified Personnel Salaries Bilingual paraprofessional	2000-2999: Classified Personnel Salaries Bilingual paraprofessional

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

8. Continue to provide a two week language development and enrichment summer school

8. Provide after school tutoring in lieu of summer school

8. Provide after school tutoring in lieu of summer school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Transportation	2000-2999: Classified Personnel Salaries after school tutoring	2000-2999: Classified Personnel Salaries after school tutoring
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Summer School Curriculum materials	4000-4999: Books And Supplies Curriculum materials	4000-4999: Books And Supplies Curriculum materials
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher	1000-1999: Certificated Personnel Salaries Teachers	1000-1999: Certificated Personnel Salaries Teachers
Amount	\$600	\$600	\$600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Bilingual paraprofessional	2000-2999: Classified Personnel Salaries Bilingual paraprofessional	2000-2999: Classified Personnel Salaries Bilingual paraprofessional

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

9. Contract for Counseling services

2018-19 Actions/Services

9. Continue counseling services

2019-20 Actions/Services

9. Continue counseling services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Center for Human Services for a SAS (weekly)	5800: Professional/Consulting Services And Operating Expenditures Contract with Center for Human Services for a SAS (weekly)	5800: Professional/Consulting Services And Operating Expenditures Contract with Center for Human Services for a SAS (weekly)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

C. The District will incorporate various methods to increase engagement throughout the district in a variety of manners.

C 1. The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the District.

C 2. The District will establish opportunities to involve parents in order to seek input to support and guide District decision making for all students.

C 3. The District will implement a system of rewards to increase attendance and reduce chronic absenteeism. Teachers will set goals including special projects focused on increasing student engagement and academic performance.

C 4. The District will provide activities throughout the year promoting student healthy choices and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Engagement:

1) Parent Involvement (Priority 3)

*Back to School Night participation

*Annual Title I meeting participation

*District English Language Advisory Committee for District English Learners

*School Site Council meeting participation

- *Parent/Teacher Conferences
- *Parenting partner workshops

2) Student Engagement (Priority 5)

The District will regularly monitor student engagement by reviewing multiple indicators:

- * attendance rates
- * absenteeism data
- * dropout rates

3) School Climate (Priority 6)

The District will regularly monitor school climate by reviewing multiple indicators:

- * California Healthy Kids Survey
- * Disciplinary Records
- * Surveys of parents, staff and students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback. 3B. SSC & ELAC committees promote parental participation in school programs 3C. Parents of students with exceptional needs will be invited to participate in the	3A. The LCAP will appear on SSC, ELAC, & PTC agendas. The parent & staff survey will be given annually. The data will be shared with these committees. 3B. The SSC & ELAC will meet at least four times during the school year. 3C. A brochure with information regarding the Community Advisory	3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback. 3B. SSC & ELAC committees promote parental participation in school programs 3C. Parents of students with exceptional needs will be invited to participate in the	3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback. 3B. SSC & ELAC committees promote parental participation in school programs 3C. Parents of students with exceptional needs will be invited to participate in the	3A. Parent committees (SSC, ELAC, PTC) will participate in decision making. Parent & staff surveys will provide feedback. 3B. SSC & ELAC committees promote parental participation in school programs 3C. Parents of students with exceptional needs will be invited to participate in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Community Advisory Committee.</p> <p>6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP</p> <p>6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.</p> <p>6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.</p>	<p>Committee will be provided at each IEP.</p> <p>6A. There were only five school suspension days during 2016-17</p> <p>6B. There were no expulsions during the 2016-17 school year.</p> <p>6C. Surveys returned indicate 85% of of students feel safe at school and connected.</p>	<p>Community Advisory Committee.</p> <p>6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP</p> <p>6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.</p> <p>6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.</p>	<p>Community Advisory Committee.</p> <p>6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP</p> <p>6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.</p> <p>6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.</p>	<p>Community Advisory Committee.</p> <p>6A. The pupil suspension rate will be reported to the school board annually and data will be included in the LCAP</p> <p>6B. The pupil expulsion rate will be reported to the school board annually and data will be included in the LCAP.</p> <p>6C. Parents receive an annual survey which includes questions relating students sense of safety and school connectedness.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1. Enhance communication between school and home with phone calls, emails, newsletters, Back to School Night, the district website, Power School, and parent teacher conferences.

2018-19 Actions/Services

1. Prioritize communication between school and home with phone calls, emails, newsletters, Back to School Night, the district website, Power School, and parent teacher conferences.

2019-20 Actions/Services

Enhance communication between school and home with phone calls, emails, newsletters, Back to School Night, the district website, Power School, and parent teacher conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$600	\$600
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Using 'Alert Now' telecommunication system (\$600.00)(Base)	5000-5999: Services And Other Operating Expenditures Using 'Alert Now' telecommunication system	5000-5999: Services And Other Operating Expenditures Using 'Alert Now' telecommunication system to inform parents

Amount	\$1,800	\$1,800	\$1,800
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintaining the district webpage	5000-5999: Services And Other Operating Expenditures Maintaining the district webpage	5000-5999: Services And Other Operating Expenditures Maintaining the district webpage
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted Printing ;Back to School Night' materials	0000: Unrestricted Printing 'Back to School Night' materials	0000: Unrestricted Printing 'Back to School Night' materials
Amount	\$100	\$100	\$100
Source	Base	Base	Base
Budget Reference	0000: Unrestricted Printing monthly newsletters	0000: Unrestricted Printing monthly newsletter	0000: Unrestricted Printing monthly newsletter
Amount	\$12,000	\$12,000	\$12,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Power School - student data base & parent portal	5000-5999: Services And Other Operating Expenditures Power School - student data base & parent portal	5000-5999: Services And Other Operating Expenditures Power School - student data base & parent portal

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2. Continue to provide an annual Title I meeting.

2018-19 Actions/Services

2. Continue to provide an annual Title I meeting.

2019-20 Actions/Services

2. Continue to provide an annual Title I meeting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100.00	\$100	\$100
Source	Title	Title	Title
Budget Reference	0000: Unrestricted Publicity & Translation	0000: Unrestricted Publicity and translation	0000: Unrestricted Publicity and translation

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3. Maintain a District English Language
Advisory Committee for English Language
students.

2018-19 Actions/Services

3. Maintain a District English Language
Advisory Committee for English Language
students.

2019-20 Actions/Services

3. Maintain a District English Language
Advisory Committee for English Language
students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200.00	\$200	\$200
Source	Title	Title	Title
Budget Reference	2000-2999: Classified Personnel Salaries Translation of materials and meetings	2000-2999: Classified Personnel Salaries Translation of materials and meetings	2000-2999: Classified Personnel Salaries Translation of materials and meetings

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4. Continue to hold School Site Council Meetings.

2018-19 Actions/Services

4. Continue to hold School Site Council Meetings.

2019-20 Actions/Services

4. Continue to hold School Site Council Meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100	\$100	\$100
Source	Title	Title	Title
Budget Reference	4000-4999: Books And Supplies Publicity and duplication of materials	4000-4999: Books And Supplies Publicity and duplication of materials	4000-4999: Books And Supplies Publicity and duplication of materials

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5. Offer minimum days for Parent/Teacher Conferences for all students	5. Offer minimum days for Parent/Teacher Conferences for all students	5. Offer minimum days for Parent/Teacher Conferences for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100.00	\$100	\$100
Source	Title	Title	Title
Budget Reference	4000-4999: Books And Supplies Printing materials (publicity, report cards, etc.)	4000-4999: Books And Supplies Printing materials (advertise, report cards, etc.)	4000-4999: Books And Supplies Printing materials (advertise, report cards, etc.)

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

6. Continue to review and monitor attendance data.

6. Continue to review and monitor attendance data. Notify parents of attendance problems, Reward positive attendance.

6. Continue to review and monitor attendance data. Notify parents of attendance problems, Reward positive attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Attendance awards	4000-4999: Books And Supplies Attendance Awards	4000-4999: Books And Supplies Attendance Awards
Amount	\$100	\$100	\$100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Truancy letters and other information	4000-4999: Books And Supplies Truancy letters and other information	4000-4999: Books And Supplies Truancy letters and other information

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7. Continue to conduct California Healthy Kids Survey.	7. Conduct California Healthy Kids Survey.	7. No California Healthy Kids Survey in 2019-20...will resume in 2020 - 21

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50	\$50	\$0
Source	Supplemental	Supplemental	
Budget Reference	0000: Unrestricted Printing & mailing	0000: Unrestricted Printing & mailing (every other year only)	Off year

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

8. Continue to offer the Parent Partner Workshop

2018-19 Actions/Services

8. Revisit the participation in the Parenting Partners Workshops

2019-20 Actions/Services

8. Consider the Parenting Partners Workshops

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100	\$100	\$100
Source	Title	Title	Title
Budget Reference	0000: Unrestricted Publicity, materials and childcare	0000: Unrestricted Publicity, materials and childcare	0000: Unrestricted Publicity, materials and childcare

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

9. Student activities are included to increase interest and engagement

2018-19 Actions/Services

9. Student activities are included to increase interest and engagement

2019-20 Actions/Services

9. Student activities are included to increase interest and engagement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	0000: Unrestricted Back to School Night, Open House, Science Fair, Spelling Bee, School Garden, Art Show	0000: Unrestricted Back to School Night, Open House, Science Fair, Spelling Bee, School Garden, Art Show,	0000: Unrestricted Back to School Night, Open House, Science Fair, Spelling Bee, School Garden, Art Show,

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$136,362

Percentage to Increase or Improve Services

10.48%

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).

Services provided for unduplicated pupils will be increased by providing in class supplemental small group instruction by the classroom teacher. A paraprofessional will be available to teachers to assist with delivery of these services. Professional development and curriculum coaching will be provided during the 2019-20 school year to better equip teachers to support unduplicated pupils.

Teacher training, paraprofessional support, and tutoring are crucial to improving services for unduplicated pupils. Tutoring is found under Goal 2; Action 8 and is supported by Supplemental funds. The goal is to progress toward proficiency in all areas. The tutoring will help students catch up and close gaps in learning. Supplemental funds will be used to provide paraprofessional support to students. This is particularly important in the TK & K combination class and the 7th & 8th-grade combination class. Supplemental Funds will support Professional Development in 2019-20 (Gal 1; Action 10) with 22 days devoted to standards & framework review, lesson study for K-3 teachers, lesson study for 4-8 teachers and "walkthroughs" with the administration. "Lesson study" will include professional reading, demonstration lessons, lesson observations, and coaching. This activity aligns with the belief that "good first teaching" is the best way to help students who appear to be struggling to keep up with the pace of instruction.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$143,361

Percentage to Increase or Improve Services

10.48%

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).

Valley Home Joint School District is projected to receive additional funding for the 2017-18 based on the number and calculation of unduplicated low-income, English Learner and foster Youth pupils. The total 'supplemental' funding was projected to be \$143,153 which is 10.48% of the Local Control funding Formula (LCFF) 18-19 estimated entitlement. Funds will be used school-wide focusing on our English Learners, Special Education, remediation and enrichment for targeted students. Valley Home did not have any foster youth enrolled during the 2018-19 school year. These added services include in-class intervention and after school tutoring.

In class intervention will be provided by added instructional para-professionals. After school tutoring will be provided on both campuses by teachers. English Learners will received 30 minutes of additional English language arts instruction daily. This will be delivered by the teacher and/or the bilingual para-professional.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$91,153	6.93%

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).

Valley Home Joint School District is projected to receive additional funding for the 2016-17 based on the number and calculation of unduplicated low-income, English Learner and Foster Youth pupils. The total 'supplemental' funding is projected to be \$91,153 which is 6.93% of the Local Control funding Formula (LCFF) 16-17 estimated entitlement. On October 5, 2016, 52.8% of VHJSD students were considered "eligible" as defined by the state's unduplicated count. Valley Home is a single school district. Funds will be used school-wide focusing on our English Learners, Special Education, remediation and enrichment for targeted students. Valley Home did not have any foster youth enrolled during the 2016-17 school year.

Subsequently, all VHJSD students will have the opportunity to educationally benefit from, increased and improved services as they relate to meeting all students' academic social, and personal needs while continuing to target and provide for, the neediest. VHJSD will use LCFF funds to support a combination of district-wide initiatives that include targeted academic interventions and enrichment. staff collaboration, monitor student achievement, increased technology to enhance student engagement and teacher instruction, and professional development to support Common Core Standards. Funds have been allocated in the district's budget to support other LCAP goals related to student interventions, teacher collaboration, and professional development, enrichment, safety, and technology. The District LEA Plan for Student Achievement will be aligned to VHJSD nine LCAP goals and actions.

The Valley Home Joint School District has a student population comprised of 52.8% unduplicated low-income children and English Learners. No foster youth have been identified or enrolled. There services described in Section of the plan have been identified by stakeholders to service the unduplicated students in the Valley Home Joint School District.

The Valley Home Joint School District is projected to receive less federal funding for the next few years to support low-income and English Learner students. Therefore Valley Home will be required to spend additional funds each year from the general fund to support low-income and English Learner students, Valley Home will be required to spend additional funds each year to support increased services and promote student academic success. The estimated percentage of Minimum Proportionality for 2015-16 is 6.32%. At this time VHJSD projects to spend an additional \$12,100.00 on instructional services to low-income and English Learners in 2017-18 over and above that spent on all students, exceeding the minimum requirement established by the Minimum Proportionality Percentage. Continuing to project the funding and percentage over the next two years of the plan, Valley Home will continue to meet or exceed Minimum Proportionality spending: 2017-18 proportionality 2.19%.

The additional services described in the LCAP have been identified by the school stakeholders as necessary in assisting the unduplicated low-income and English Learner student population. These services go above and beyond the normal scope of instruction services provided by the school. English learner students receive additional special services above the core curriculum to provide intervention with the support of a bilingual paraprofessional. Moving forward with Common Core standards and the depth and rigor in the core subject areas, the district intends to use the increasing funds of the Supplemental Grant to help fund additional services to students, parent education an intervention and enrichment activities for students after the scheduled school year.



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	87,950.00	71,898.00	78,750.00	87,950.00	87,400.00	254,100.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	24,400.00	15,058.00	24,400.00	24,400.00	24,400.00	73,200.00
Other	4,800.00	2,872.00	4,600.00	4,800.00	4,800.00	14,200.00
Supplemental	18,750.00	12,874.00	18,750.00	18,750.00	18,200.00	55,700.00
Title	40,000.00	41,094.00	31,000.00	40,000.00	40,000.00	111,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	87,950.00	71,898.00	78,750.00	87,950.00	87,400.00	254,100.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	1,850.00	10,438.00	1,850.00	1,850.00	1,300.00	5,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	31,500.00	29,900.00	22,500.00	31,500.00	31,500.00	85,500.00
4000-4999: Books And Supplies	10,100.00	7,524.00	9,900.00	10,100.00	10,100.00	30,100.00
5000-5999: Services And Other Operating Expenditures	36,500.00	21,036.00	36,500.00	36,500.00	36,500.00	109,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	87,950.00	71,898.00	78,750.00	87,950.00	87,400.00	254,100.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	100.00	9,516.00	100.00	100.00	100.00	300.00
0000: Unrestricted	Other	0.00	872.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	1,550.00	50.00	1,550.00	1,550.00	1,000.00	4,100.00
0000: Unrestricted	Title	200.00	0.00	200.00	200.00	200.00	600.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental	1,100.00	700.00	1,100.00	1,100.00	1,100.00	3,300.00
2000-2999: Classified Personnel Salaries	Title	30,400.00	29,200.00	21,400.00	30,400.00	30,400.00	82,200.00
4000-4999: Books And Supplies	Base	2,000.00	1,100.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Other	800.00	2,000.00	600.00	800.00	800.00	2,200.00
4000-4999: Books And Supplies	Supplemental	7,100.00	4,124.00	7,100.00	7,100.00	7,100.00	21,300.00
4000-4999: Books And Supplies	Title	200.00	300.00	200.00	200.00	200.00	600.00
5000-5999: Services And Other Operating Expenditures	Base	22,300.00	4,442.00	22,300.00	22,300.00	22,300.00	66,900.00
5000-5999: Services And Other Operating Expenditures	Other	4,000.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,000.00	5,000.00	1,000.00	1,000.00	1,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Title	9,200.00	11,594.00	9,200.00	9,200.00	9,200.00	27,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	22,200.00	21,378.00	22,000.00	22,200.00	21,700.00	65,900.00
Goal 2	48,500.00	44,794.00	39,500.00	48,500.00	48,500.00	136,500.00
Goal 3	17,250.00	5,726.00	17,250.00	17,250.00	17,200.00	51,700.00

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

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

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