LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Blochman Union School District		
Contact Name and Title	Doug Brown Superintendent/Principal	Email and Phone	dbrown@blochmanusd.org 805-937-1148

2017-20 Plan Summary

THE STORY

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

Blochman is one of the oldest school districts in Santa Barbara County. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. As of October 5, 2016, Benjamin Foxen Elementary School was home to 197 students. This is a K-8 school where 61% of the students are socioeconomically disadvantaged, 14% are English Learners, and there are no foster youth enrolled.   Student demographics are as follows:
* Hispanic - 49.75%
* White - 42.64%
* Multiple/Other - 4.05%

* American Indian/Alaskan Native - 2.54%
* Asian - 1.02%

LCAP HIGHLIGHTS

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

The following is a brief summary of the goals we deem to be of the highest priority:

* Goal 4 of the LCAP outlines our continued plans to implement all California state standards, including CCSS and English Language Development (ELD) and increasing student achievement. We are emphasizing teacher training, the review and adoption of state aligned curriculum, and improved math intervention services. Our teachers will continue to utilize the Step Up to Writing program to help improve student writing scores. We believe our emphasis on student achievement will allow our students to improve their CAASPP test scores to the extent that we will move to the "Green" category on the California School Dashboard in ELA by 2017 and in math by 2018.

* Goal 5 of the LCAP illustrates our continued efforts to encourage parental involvement with their student's education. Our parents have a very high rate of attendance at parent-teachers conferences. We will continue to encourage parents to attend parent-teacher conferences, School Site Council meetings, and LCAP meetings.

*Goal 6 of the LCAP outlines our efforts to encourage pupil engagement and to attend school. We have devised some new strategies for encouraging student attendance as discussed in Goal 6.

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REVIEW OF PERFORMANCE

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

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GREATEST PROGRESS

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We are proud of the fact that we have been able to maintain a positive school climate, our teachers are appropriately assigned, all students have access to a the standards-aligned instructional materials, and our facilities are well-maintained.

Eighty-nine percent of parents surveyed indicated that we are exceeding their expectations in all of the eight state priority areas. A partial sampling of parent comments regarding the school include the following:
* As a parent of a student here, I am very happy with everything. We love the smaller class sizes, small school, and family feel.
* I absolutely love everything about this school.
* We are very happy at Blochman!
* I absolutely love Blochman. There is such a family unity.
* The learning environment is great and the staff is outstanding!

Local self-assessment tools indicate that we have achieved the above-referenced goals as well. The LCFF Evaluation Rubrics (also known as the California School Dashboard) shows that we have a low suspension and expulsion rate which is indicative of a positive school climate. A review of the Highly Qualified Teacher's Report and teacher credentials indicate that teachers are appropriately assigned. Teacher and principal observations indicate that students have access to the standards-aligned instructional materials. The SARC/FIT report indicates that are facilities are well maintained. A review of the Williams Act Report shows no complaints.

The LCAP actions and services for 2017/2018 - 2019/2020 illustrate the plan for building on our success, as follows:
*Goals 5, 6, and 7 address maintaining a positive school climate .
*Goal 1 addresses appropriate teacher assignments.
*Goal 2 addresses student access to standards-aligned instructional materials.
*Goal 3 addresses facility maintenance.

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

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GREATEST NEEDS

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As discussed in Goal 4 of the Annual Update, we need to find ways to help our students improve in the following areas:

1) English/Language Arts and math scores on the CAASPP test,
2) Writing Prompt scores, and
3) Reduce chronic absenteeism rates.

We made several changes during 2016/2017 to improve services to assist with increasing student achievement. We increased our intervention services, provided ELA and math training to teachers, and implemented the Step Up To Writing program. While we are seeing some improvements in student achievement, it will be two to three years before we can determine if these increased services are effective.

We are in the process of improving our student incentive and reward system in order to reduce the chronic absenteeism rate.

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

PERFORMANCE GAPS

A review of the LCFF Evaluation Rubrics (see Exhibit A) shows that we had no student groups whose performance was two or more levels below the "all student" group.

INCREASED OR IMPROVED SERVICES

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

We plan to provide the following increased or improved services to assist our socioeconomically disadvantaged students:

*We will provide students with computer tablets. Daily access to computers at school enables students to perform better on computerized state testing and allows for greater access to CCSS supplemental materials.

* We will provide Intervention teachers, instructional assistants, and a library assistant. Dedicated intervention teachers and instructional assistants will provide the additional classroom and instructional support that students in the socioeconomically disadvantaged pupil group need to perform on par with their peers. A library assistant will provide support to students utilizing the library. Many socioeconomically disadvantaged pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.

* We will use student incentives to encourage students to attend school.

* We will purchase on ELD program to assist students with English/Language Arts and reading skills.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,224,823.34
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$392,801.00

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

Other programs in the general fund budget include transportation, Special Education, teaching and support staff, school administration, student textbooks and supplies, costs of keeping the facilities open, and information technology support.

| $1,940,861.00 | Total Projected LCFF Revenues for LCAP Year |

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	All teachers will be highly qualified and appropriately assigned.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 1: Basic

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.	All teachers are highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report continues to show no complaints.

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	**ACTUAL**
Actions/Services	District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	District administration reviewed the HQT Report, teacher credentials, and Williams Act reports and determined that all teachers employed by the district are highly qualified.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Goal 1 (16/17): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost. $0	Goal 1 (16/17): Administration reviewed HQT teacher qualifications and classroom assignments; no identifiable cost. $0

[ANALYSIS](#)

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	District administration reviewed supporting documents to determine if all teachers are highly qualified.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions described above were effective in achieving the goal of identifying highly qualified teachers. This is evidenced by the fact that the HQT reports and a review of teacher credentials show all of our teachers are highly qualified and that the Williams Act report continues to show no complaints.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the budgeted expenditures and the estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None.

Annual Update   **LCAP Year Reviewed:**   2016-17

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

Goal 2	All students will have access to necessary instructional materials.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 1: Basic

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.	The school board passed the appropriate instructional materials resolution; Williams Act Reports showed no complaints.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED District administration will ensure adequate instructional materials are available to all students.	ACTUAL District administration has ensured that adequate instructional materials are available to all students.
Expenditures	BUDGETED Goal 2 (16/17): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost. $0	ESTIMATED ACTUAL Goal 2 (16/17): Administration and teachers have ensured that each student has access to necessary instructional materials; no identifiable cost. $0

Action 2

Expenditures	BUDGETED	ESTIMATED ACTUAL

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.	District administration worked with teachers to ensure that each student has the necessary instructional materials and supplies to effectively learn and to achieve instructional goals.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	District administration and teachers were effective in ensuring that each student has the materials necessary in order to perform effectively in class. This is evidenced by the fact that the school board passed the appropriate instructional materials resolution and the Williams Act Reports showed no complaints.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no differences between the budgeted expenditures and the estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None.

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 3	Facilities will be well maintained, safe, comfortable, and welcoming to students.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL <u>Priority 1: Basic</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.	The SARC/FIT report showed an "Excellent" rating; Williams Act Report continued to show no complaints.

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 On going maintenance and janitorial upkeep as required.	**ACTUAL** On going maintenance and janitorial upkeep was performed as required.
BUDGETED Goal 3 (16/17): Replace carpet in selected classrooms 5000-5999: Services And Other Operating Expenditures Base $10,000	**ESTIMATED ACTUAL** Goal 3 (16/17): Carpet was replaced in classrooms 3 and 6. 5000-5999: Services And Other Operating Expenditures Base $7,179.67

Actions/Services

Expenditures

Action 2

Actions/Services

PLANNED We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to	**ACTUAL** Leased two portable classrooms.

	eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of unduplicated pupils.	
Expenditures	BUDGETED Goal 3 (16/17): Lease 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,200	ESTIMATED ACTUAL Goal 3 (16/17): Lease payment 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,974.67 Goal 3 (16/17): Lease payment (Fund 25) 5000-5999: Services And Other Operating Expenditures Other $4,225.33

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.	Our goal is to have facilities that are well maintained, safe, comfortable, and welcoming to students. On-going facility maintenance and repairs such as replacing carpet allows us to continue to provide this environment to our students. Adding two portable classrooms has allowed us to eliminate combination classes in our lower grades.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services described above are effective in achieving our goal of having facilities that are well maintained, safe, comfortable, and welcoming to students. This is evidenced by the fact that our SARC/FIT report indicates our facilities are well maintained. Adding portables has allowed us to eliminate combination classes in the lower grades so that teachers can focus on the grade level needs of unduplicated pupils. The addition of the portables has also allowed us to dedicate a classroom for intervention instruction in math and English Language Arts. While individual instruction benefits all students, teachers have reported that they are seeing improvements in the unduplicated pupil subgroup.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The carpet was installed for approximately $2,800 less than originally 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.	None.

<u>Annual Update</u>　　**LCAP Year Reviewed:　2016-17**

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

Goal 4	Implement all California state standards, including CCSS and English Language Development (ELD). Ensure access to courses and increase student achievement in the areas of Language Arts, Math, Social Science, Science, Visual & Performing Arts, Health, and Physical Education. ELD achievement will be addressed separately in Goal 8.

State and/or Local Priorities Addressed by this goal:	STATE　☐ 1　☒ 2　☐ 3　☒ 4　☐ 5　☐ 6　☒ 7　☒ 8 COE　　☐ 9　☐ 10 LOCAL　<u>Priority 2: Implementation of State Standards;Prioirty 4: Pupil Achievement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules. *The following data will demonstrate increased student achievement: 1) 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test and 40% of students will meet or exceed the standards on the math portion of the CAASPP test ; the percent of students who do not meet the standards will decrease by 10% on both the math and ELA portions of the CAASPP test; 2) 80% of students will score a 3 or above on the writing prompts rubric over the course of the year; and 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.	*All students received an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers participated in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students have access to courses as evidenced by a review of class schedules. *An analysis of student achievement data showed the following results: 1) CAASPP test: ELA: 43% of students met or exceeded the standard; 28% of students nearly met the standard. Math: 34% of students met or exceeded the standard; 24% of students nearly met the standard. 2) Writing prompts: On average, 58% of students scored a 3 or better on the writing prompt rubric, up from 55% the prior year. 3) Course grades: Grades K - 3: 82% of students passed courses with a "3" or better Grades 4 - 8: 80% of students passed courses with a "C" or better

ACTIONS / SERVICES

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

Action   **1**

Actions/Services

PLANNED	ACTUAL
Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years to balance informational text and literature pairings. They will keep this as a focal point as we begin an ELA curriculum adoption. Training provided by the county's instructional support team will include the following: * October 4, 2016: Focus on California Common Core State Standards in ELA and Literacy. Identify standards of focus as a collaborative to study progression of the standards and student success. * December 6, 2016: Formative Assessment - strategies and implementation; lesson differentiation based upon Formative Assessment to address student needs. * January 10, 2017: Informational Text - how informational text supports our identified standards from the October 4th training and writing to text type 1 - opinion/argument. * March 7, 2017: ELD framework. * May 2, 2017: ELA Toolkit - introduction to identify possible ELA pilot for 2017-2018 and review of material from CDE. Teachers will also participate in monthly training organized by the Santa Ynez Valley Consortium. The schedule for this training is not yet set but will include CCSS implementation in the areas of math, ELA, and science. This cost of this training is not known at this time so the budgeted expenditure is a rough estimate until we receive more information on the program.	Teachers participated in professional development to improve their knowledge of California state standards, including CCSS. Please refer to Exhibit B for training details.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Title II $4,268	Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Title II $4,303

Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Base $1,482	Goal 4 (16/17): Teacher training and professional development (county instructional support) 5000-5999: Services And Other Operating Expenditures Base $3,168
Goal 4 (16/17): Santa Ynez Valley Consortium professional development 5000-5999: Services And Other Operating Expenditures Base $3,000	Goal 4 (16/17): Santa Ynez Valley Consortium professional development 5000-5999: Services And Other Operating Expenditures Base $1,200

Action **2**

Actions/Services

PLANNED	ACTUAL
Purchase Dell Tablets so that each student in grades 3 - 8 has a tablet. Students in grades K-3 already have Chromebooks that they will share. Providing unduplicated pupils daily access to computers will improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.	The keyboards for the Dell tablets were backordered so we purchased ASUS tablets instead. Providing students with access to technology is effective in allowing us to achieve our goal of implementing the state standards and improving student achievement for the following reasons: 1) the use of technology allows students to access standards based materials on the internet; 2) ELL students will have access to the the ELD practice programs and all students will have access to the math intervention computer program as outlined in Goal 4 of 2017/2018 -2019/2020 Actions and Services; and 3) students can practice typing skills which will allow them to perform better on CAASPP testing. We believe that if students do not have the ability to use technology on a daily basis their performance on the CAASPP test would suffer.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Dell Tablets 4000-4999: Books And Supplies Supplemental and Concentration $45,000	Goal 4 (16/17): ASUS Tablets 4000-4999: Books And Supplies Supplemental and Concentration $53,284.80

Action **3**

Actions/Services

PLANNED	ACTUAL
Review math textbooks for grades 6 - 8 and ELA textbooks for grades K - 8 that are aligned with the CCSS. Adoption of new math and ELA textbooks will take place in 2017/2018.	We are currently piloting a new math curriculum. However, the initial feedback is not favorable so we may need to review other materials before adopting new curriculum. Our teachers are working with the county to find a new ELA curriculum. We are on schedule to adopt a new ELA curriculum in 2017/2018 as planned.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Math and ELA textbook review - no identifiable cost $0	Goal 4 (16/17): Math and ELA textbook review - no identifiable cost $0

Action 4

Actions/Services

PLANNED	ACTUAL
In order to improve student achievement for unduplicated pupils, we plan to make the following changes: utilize the Step Up to Writing program and train teachers on the effective use of this program, hire a 1.0 FTE intervention teacher, and provide a full-time instructional assistant for intervention. A dedicated intervention teacher and instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers. We purchased the Step Up to Writing program in 2015/2016 to take advantage of training teachers before the summer recess.	Teachers were trained and began using the Step Up To Writing program to provide additional support for teaching students to become better writers. Teachers report that the sentence frames and reproducible worksheets are an excellent resource for students. The program provides a good model to students on how to write a strong paragraph or paper. We assigned two teachers to split the special education and Intervention assignments. We assigned an instructional assistant to assist students in the intervention classroom.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $65,910	Goal 4 (16/17): .5 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,280
Goal 4 (16/17): Intervention Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $21,179	Goal 4 (16/17): .5 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $32,955
Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $21,813	Goal 4 (16/17): Intervention Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $20,741
Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $9,835	Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $21,813
	Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $10,703

Action 5

Actions/Services

PLANNED	ACTUAL
Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports League" so students can play organized sports after lunch.	The district purchased PE equipment. We were unable to implement the Noon-time Sports League but we hope to implement it in 2017/2018.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): PE equipment 4000-4999: Books And Supplies Base $1,000	Goal 4 (16/17): PE equipment 4000-4999: Books And Supplies Base $1,000

Action 6

Actions/Services

PLANNED	ACTUAL
Arts Outreach/Music instruction	Arts Outreach/Music instruction by Coelho Music

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Arts Outreach/Music instruction 5000-5999: Services And Other Operating Expenditures Base $3,500	Goal 4 (16/17): Arts Outreach/Music instruction 5000-5999: Services And Other Operating Expenditures Base $6,580

Action 7

Actions/Services

PLANNED	ACTUAL
Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science	Students participated in the following field trips: Avila Barn, Monarch Butterflies, Clark Center theater production, Discovery Museum, PCPA theater production, Walk-through History, La Purisma Mission, Santa Barbara Museum of Natural History, Hearst Castle, Lopez Lake, Santa Maria Public Library, and Cal Poly

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Field Trips 5000-5999: Services And Other Operating Expenditures Base $5,700	Goal 4 (16/17): Field Trips 5000-5999: Services And Other Operating Expenditures Base $7,630

Action 8

Actions/Services

PLANNED	ACTUAL
A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.	A Library Assistant provided support to students utilizing the library. Providing a Library Assistant is effective in helping us achieve this goal because without this position we could only keep our library open two days per week. The Library Assistant allows students to have access to library materials and AR reading tests on a daily basis.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,782	Goal 4 (16/17): Library Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,782
Goal 4 (16/17): Library Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $13,570	Goal 4 (16/17): Library Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $13,667

Action 9

Actions/Services

PLANNED	ACTUAL
Two Instructional Assistants will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.	Two Instructional Assistants provided support for teachers in addressing the educational needs of unduplicated pupils. This additional support allowed teachers to spend more time assisting unduplicated pupils in the classroom.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $2,025	Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration $562
Goal 4 (16/17): Instructional Assistant (REAP - resource 4126) 2000-2999: Classified Personnel Salaries Other $17,363	Goal 4 (16/17): Instructional Assistant (REAP - resource 4126) 2000-2999: Classified Personnel Salaries Other $18,826
Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $9,480	Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental and Concentration $4,740

Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Special Education $19,388	Goal 4 (16/17): Instructional Assistant 2000-2999: Classified Personnel Salaries Special Education $19,388
Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Special Education $2046.97	Goal 4 (16/17): Instructional Assistant Benefits 3000-3999: Employee Benefits Special Education $4,740

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.	Our goal was to implement all California state standards, including CCSS and English Language Development (ELD); ensure access to courses; and increase student achievement in the areas of Language Arts, Math, Social Science, Science, Visual & Performing Arts, Health, and Physical Education. The process of implementing all California state standards, including CCSS and English Language Development (ELD) is progressing well. The Santa Barbara County Office of Education's Curriculum Department provided our teachers with professional development in the area of California Common Core State Standards in ELA and Literacy. Teachers also participated in monthly trainings organized by the Santa Ynez Valley Consortium. Several teachers participated in mathematics professional development in which they learned how to help students become critical thinkers when problem-solving in mathematics. We have self-contained classrooms ensuring students have access to all core courses. Additionally, students participated in art and music instruction, and funds for field trips were already in place. In order to increase student achievement, we implemented additional intervention services by assigning two .5 FTE teachers to the intervention program along with an Instructional Aide. These teachers worked with classroom teachers to identify students in need of remediation and executed a structured curriculum with those students. Many students in the program met their benchmark goals. All teachers were trained and implemented the Step Up To Writing Program throughout all grade levels. Professional development opportunities helped teachers find new and inventive ways to meet the needs of all learners.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions and services provided was analyzed using CAASPP testing data, writing prompt scores, and report card data. Detailed CAASPP test data was obtained from the CDE website and summary data was provided by the newly released California School Dashboard (Dashboard). The CAASPP testing analysis is as follows: 1) English/Language Arts (ELA) a. Goal: 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test. Also, the percentage of students who do not meet the standards will decrease by 10%. b. Result: 43% of students met or exceeded the standard. 28% of students nearly met the standard. The percentage of students not meeting the standard dropped by 15% between 2015 and 2016. The

Dashboard indicates we have a Yellow ranking. This means that student scores are low but that they increased over the prior year.
c. Analysis: While we fell slightly short of our goal of having 50% of students meet or exceed the standard, we showed significant improvement with the lowest performing group. The Dashboard breaks student achievement into five groups: Very High, High, Medium, Low, and Very Low. It then measures the performance distance from the Medium category, or Level 3. Our students are currently only 9.8 points from reaching Level 3. If we can close that 9.8 point gap, we will then move up to the Green category.

2) Mathematics
a. Goal: 40% of students will meet or exceed the standards on the math portion of the CAASPP test. The percent of students who do not meet the standards will decrease by 10%.
b. Result: 34% of students met or exceeded the standard; 24% of students nearly met the standard. The percentage of students not meeting the standard dropped by 22% between 2015 and 2016.
c. Analysis: We fell short of our goal of having 40% of students meet or exceed the standard. However, we showed significant improvement with the lowest performing group. The Dashboard breaks student achievement into five groups: Very High, High, Medium, Low, and Very Low. It then measures the performance distance from the Medium category, or Level 3. Our students are currently 49.8 points from reaching Level 3. We need to close that 49.8 point gap in order to move up to the Green category.

Writing prompts are administered to students three times per year (once a trimester) in the areas of informative-explanatory, opinion, and narrative writing. However, due to the timing of the required LCAP adoption we can only analyze the informative-explanatory and opinion writing prompts. School wide writing assessments are given each trimester with a different form of writing being evaluated. Students are given a prompt to write to that is grade level specific. Grade level teams evaluate the student writing samples with rubrics aligned to CCSS. Writing is evaluated in three areas: Purpose and organization; evidence and elaboration; and the conventions of writing. Samples are assigned an overall score that is reported out based on a 4 point rubric with a 4 being above the standard and a 1 being far below the standard. Three rubrics are used, one for K-2, one for 3-5 and one for 6-8. Expectations increase with each rubric from simple to complex writing with an emphasis on organization and elaboration.

a. Goal: 80% of students will score a 3 or better on writing prompts over the course of the year.
b. Result: On average, 58% of students scored a 3 or better on the writing prompt rubric, up from 55% the prior year. Students in grades K – 2 performed better than students in upper grades. This is due to the increased rigor of the grading rubrics for the upper grades.
c. Analysis: We did not achieve our goal with the writing prompts. However, our students did improve 5% over the prior year. This is the first year for using Step Up To Writing so it is too early to see large increases in student achievement.

Course grades were analyzed for the first two grading periods.

1. Grades K - 3:
a. Goal: 75% of students will pass courses with a "3" or better.
b. Result: 82% of students passed courses with a "3" or better.
c. Analysis: Students are performing well in class.

2. Grades 4 - 8:

a. Goal: 85% of students in grades 4 – 8 will pass courses with a "C" or better.
b. Result: 80% of students passed courses with a "C" or better.
c. Analysis: We came close to meeting our goal. Teachers will continue to encourage students to complete assignments in a timely manner.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were $8,021 higher than budgeted expenditures. This is due to a larger enrollment than was originally expected. Therefore, we purchased more tablets and the cost of music instruction and field trips was higher originally 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.	We made several changes during 2016/2017 to improve services to assist with increasing student achievement. We increased our intervention services, provided ELA and math training to teachers, and implemented the Step Up To Writing program. While we are seeing some improvements in student achievement, it will be two to three years before we can determine if these increased services are effective. We plan to make the following changes in metrics:

1. We will use the Dashboard to help us analyze progress in ELA and math. Our new goal is to move to a "Green" status in ELA based on 2016/2017 data. We plan to implement more teacher training in math during 2017/2018 with the hopes of moving to a "Green" status in math within two years.

2. We will continue to use the Step Up To Writing program to guide students to becoming better writers. Our metric will be that students improve 10% over the prior year for each of the next three years.

3. We will not change our goal for report card data.

4.   We will pilot an on-line math program to assist with math intervention.

The above changes can be found in Goal 4 of the 2017 – 2020 LCAP plan. |

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 5	Parental involvement with making decisions that affect the school.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 3: Parental Involvement

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.	An analysis of parental involvement revealed the following data: 1. School Site Council/LCAP meetings a. Goal: 60% parent attendance at meetings. b. Result: Parent attendance at meetings averaged 75% through February 2017. c. Analysis: Parents are participating in School Site Council and LCAP meetings. 2. Parent/Teacher Conferences a. Goal: 75% of parents will attend Parent/Teacher conferences b. Result: 97% of parents attended the first trimester parent/teacher conference. c. Analysis: The high rate of attendance at parent/teacher conferences demonstrates that parents are concerned about their children's education. 3. Parent surveys a. Goal: 50% of parents will respond to parent surveys. b. Result: In an effort to take the burden of distributing and collecting surveys off the teachers, we conducted the parent survey at the Valentine Lunch. Parents representing 49% of the student population returned surveys. Of those surveyed, 89% indicated that the school meets expectations 100% of the time. Additionally, 35% of those surveyed included written comments indicating how pleased they are with the school. Of those surveyed who didn't think the school met expectations 100% of the time, the majority indicated it was because of lack of parental involvement. c. Analysis: While we feel we are providing many opportunities for parents to participate in school activities, there are barriers that prevent some parents from

being able to participate. Many parents have multiples areas of conflicts that prevent them from being able to participate as much as they would like to such as conflicting work schedules, multiple children participating in multiple activities, sports schedules, and transportation issues.

4. Teacher and principal observations indicated that school functions were well attended by parents.

ACTIONS / SERVICES

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

Action   1

Actions/Services	**PLANNED** Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	**ACTUAL** Parents were given opportunities to participate in School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.
Expenditures	**BUDGETED** Goal 5 (16/17): Negligible costs or costs covered by other organizations. $0	**ESTIMATED ACTUAL** Goal 5 (16/17): Negligible costs or costs covered by other organizations. $0

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The methods of providing opportunities for parents to participate have been in place for many years. Our staff is well trained in the methods of organizing and presenting events.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our goal is to provide opportunities for parental involvement with making decisions that affect the school. We do provide multiple opportunities for parental involvement throughout the year. We do have a strong group of parents who participate in the majority of the events. Other parents are not able to participate due to barriers that are out of the school's control. Parental involvement is evidenced by parent participation in School Site Council and LCAP meetings, attendance at school events, and attendance at parent-teacher conferences. Student surveys show that 80% of students in grades 5 through 8 believe their parents are actively involved with their education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We plan to change our strategy for obtaining parent surveys next year. Our parent survey participation is lower than we would like but our parent-teacher conference participation is high. Therefore, we plan to ask parents to complete the surveys when they attend the first trimester parent-teacher conference. Parental involvement is addressed in Goal 5.

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 6	Encourage pupil engagement.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Priority 5: Pupil Engagement

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.	Analysis of the student attendance data revealed the following: 1. School Attendance rates a. Goal: Overall school attendance rates of 95% percent or greater. b. Result: The overall school attendance rate for school year 2015/2016 was 95.44%. As of 3/17/17, our overall school attendance rate is 95.42%. c. Analysis: Overall school attendance rates are consistently around 95% which is our goal. We would, of course, like to see these rate increase as much as possible. 2. Chronic absenteeism rates a. Goal: Maintain a chronic absenteeism rate (defined as absent for 18 days or more) of less than 5%. b. Result: The chronic absenteeism rate for school year 2015/2016 was 7%. As of 3/17/17, our chronic absenteeism rate is 3%. c. Analysis: Our chronic absenteeism rate for 2015/2016 was higher than our goal of less than 5%. While we currently have a rate of 3%, we have several students on the verge of being absent for more than 18 days which could push our chronic absenteeism rate above 5%. 3. Middle school drop out rate a. Goal: 0% middle school drop out rate. b. Result: We had no middle school drop outs during school year 2015/2016. We currently have no drop outs in 2016/2017. c. Analysis: We very rarely have a middle school drop out. Our issues tend to focus around attendance.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school.	We provided the following incentives to encourage students to attend school: Trimester Perfect Attendance certificates and recognition ceremony, AR Reading and Early Finishers parties, and a CAASPP improvement field trip to Cloud 10. We recognize that we still have room for improvement in this area so we redesigned our reward system beginning with the 2017/2018 school year as described in Goal 6 of the 2017/2018 - 2019/2020 plan.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 6 (16/17): Student incentives 4000-4999: Books And Supplies Supplemental and Concentration $1,000	Goal 6 (16/17): Student incentives 4000-4999: Books And Supplies Supplemental and Concentration $1,138

Action 2

Actions/Services

PLANNED	ACTUAL
Phone calls are made to parents when students are absent and Principal makes contact with parents once a student reaches 10 absences.	Phones calls were made and letters were sent to the parents of students who are absent for 6 or more days. SARB letters are sent to parents of students with unverified absences at 3, 6, and 9 day intervals.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 6 (16/17): No identifiable cost $0	Goal 6 (16/17): No identifiable cost $0

Action 3

Actions/Services

PLANNED	ACTUAL
The district will assign a teacher and work with parent volunteers to pilot a Lego Robotics program. If the pilot is effective then we will continue this program in subsequent years.	A parent volunteer led the Robotics Club. A group of approximately 10 students built a robot and entered it in a local robotics competition.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Goal 6 (16/17): Robotics starter kit 4000-4999: Books And Supplies Base $2,000	Goal 6 (16/17): Robotics starter kit 4000-4999: Books And Supplies Base $736
Goal 6 (16/17): Robotics Coordinator 1000-1999: Certificated Personnel Salaries Base $1,000	
Goal 6 (16/17): Robotics Coordinator Benefits 3000-3999: Employee Benefits Base $169	

Action 4

Actions/Services

PLANNED	ACTUAL
The district will encourage students to attend the Math Superbowl.	Students attended the Math Superbowl.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Goal 6 (16/17): Math Superbowl 4000-4999: Books And Supplies Base $50	Goal 6 (16/17): Math Superbowl 4000-4999: Books And Supplies Base $70

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.	Our goal is to increase student engagement. We worked to achieve this goal by continuing to provide incentives and awards and encouraging student participation in school events such as the Math Superbowl and the Robotics Club. The Robotics Club used an EV3 robot which is standard for all First Lego League Competitions. Our team attended a practice Competition that consisted of three judged components: Core Values (exemplifying friendly competition and cooperation), Robot Design/Competition (programming the robot to score points on a themed playing field), and a Project (a skit the students wrote, directed and performed). They then attended the actual First Lego League Competition to qualify for State weeks later that was set up like the practice competition. Although they did not qualify to move on, our team did very well on the Robot Competition for a first year team. The judges also enjoyed the Project and was able to give specific constructive criticism how to improve for next year. The team did not fair well in the Core Values round. This was a young group and needs improvement to learn to become team players.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services we utilized were effective in maintaining overall attendance rates and minimizing middle school drop out rates. However, we do have more chronically absent students than we would like so we need to work to find ways to keep these students in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The actual expenditures for this goal are $2,275 less than budgeted. The Robotics Club cost less to operate than originally planed because we had a parent volunteer run the club and some of the costs of the robot were paid at the end of the prior year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make any changes to this goal, the expected outcomes, or the metrics. However, we will try to refine our actions and services to come up with some creative ways to encourage our chronically absent students to attend school. These actions and services can be found in Goal 6 of the 2017/2018 LCAP's actions and services.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 7	Reduce pupil suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 6: School Climate

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Reduce pupil suspensions and expulsions by 5% over the prior year.	As the California School Dashboard indicates, we reduced our suspension rates by 2.7% over the prior year. The Dashboard places our school in the "Green" category which means our status level is medium and our change level declined significantly.

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	ACTUAL
Actions/Services	School psychologist, contact with parents, and curriculum for character program.	The school psychologist met with students, the principal and teachers contacted parents, and curriculum for the character program was provided.
Expenditures	**BUDGETED** Goal 7 (16/17): School psychologist provided by county meets will meet with students who have social or emotional issues. 0 Goal 7 (16/17): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. 0	**ESTIMATED ACTUAL** Goal 7 (16/17): The school psychologist provided by county meets met with students who have social or emotional issues. $0 Goal 7 (16/17): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. $0

Action 2

	PLANNED	ACTUAL
Actions/Services	We will host at least one school assembly addressing school climate issues.	We hosted a school assembly addressing school climate issues.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Goal 7 (16/17): No additional cost 0	Goal 7 (16/17): No additional cost $0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	In an effort to reduce pupil suspensions and expulsions we have a school psychologist who meets with students who have social and emotional issues. Our teachers emphasize practicing good character traits in the classroom. School assemblies address bullying. Teachers choose a monthly character trait. Awards are given to students who exemplify this character trait. Teachers have consistent classroom, cafeteria, and playground rules so that students know what is expected of them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While our school suspension and expulsion rates are low, as evidenced by the "Green" ranking on the Dashboard, there is always room for improvement. We will continue to work with our students to minimize bullying and encourage tolerance and cooperation,
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will continue to maintain this goal and the expected outcomes in our LCAP. We will add the Dashboard to our metrics for this goal. The revised metrics can be found in Goal 7 of the 2017/2018 actions and services.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 8	Increase student achievement for English Learners.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL Priority 4: Pupil Achievement

ANNUAL MEASURABLE OUTCOMES

EXPECTED

80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advanced on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%.

ACTUAL

43% of ELL students advanced one proficiency level over the prior year as measured by CELDT testing. CELDT testing also revealed that 57% of ELL students remained at the same level and 62% of ELL students tested at an Advanced or Early Advanced level. These students will be reclassified if they met the following additional criteria: 1) score a "C" or better in all subjects on their report card, and 2) score an average of 3 or better on writing prompts for the year. The reclassification determination will be made at the end of the school year.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Spanish reading materials

ACTUAL
English Learners received the same services that are available to all students as identified in Goal 4. Additionally, teachers utilized the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. It was not necessary to

	will be provided, as necessary. Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	provide Spanish reading materials as all students are proficient in reading in English. Having a CELDT coordinator is an effective use of funds because it allowed us to monitor the progress of English Language Learners (ELL) and reclassify when appropriate.
Expenditures	BUDGETED Goal 8 (16/17): CELDT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,500 Goal 8 (16/17): CELDT Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration $254	ESTIMATED ACTUAL Goal 8 (16/17): CELDT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,500 Goal 8 (16/17): CELDT Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration $254

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.	We continued to provide our ELL students with the same actions and services as described in Goal 4. The CELDT Coordinator was instrumental in assessing and providing resources to our ELL students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions and services provided was analyzed using CELDT testing, R-FEP rates, writing prompt scores, and report card data. The CELDT test was administered to ELL students with the following results: a. Goal: 80% of students will advance one proficiency level every year as measured by CELDT testing. b. Result: CELDT testing analysis indicated that 43% of ELL students advanced one proficiency level over the prior year. CELDT testing also revealed that 57% of ELL students remained at the same level and 62% of ELL students tested at an Advanced or Early Advanced level. c. Analysis: We fell short of our goal of having 80% of students advance one level on the CELDT test. However, it is encouraging that the majority of our ELL students are testing at an Advanced or Early Advanced level. The District is committed to reclassifying ELL students as soon as possible. a. Goal: We will maintain a five-year average R-FEP rate of 5%. b. Result: Our five-year R-FEP is 3% using data from 2012/2013 through 2016/2017. c. Analysis: We fell slightly short of our 5% R-FEP goal. Writing prompts are administered to students three times per year (once a trimester) in the areas of informative-explanatory, opinion, and narrative writing. However, due to the timing of the required LCAP adoption we can only analyze the informative-explanatory and opinion writing prompts. School wide writing

assessments are given each trimester with a different form of writing being evaluated. Students are given a prompt to write to that is grade level specific. Grade level teams evaluate the student writing samples with rubrics aligned to CCSS. Writing is evaluated in three areas: Purpose and organization; evidence and elaboration; and the conventions of writing. Samples are assigned an overall score that is reported out based on a 4 point rubric with a 4 being above the standard and a 1 being far below the standard. Three rubrics are used, one for K-2, one for 3-5 and one for 6-8. Expectations increase with each rubric from simple to complex writing with an emphasis on organization and elaboration.

a. Goal: 80% of students will score a 3 or better on writing prompts over the course of the year.
b. Result: On average, 58% of students scored a 3 or better on the writing prompt rubric.
c. Analysis: We did not achieve our goal with the writing prompts. However, ELL students performed at the same rate as their peers. This is the first year for using Step Up To Writing so it is too early to see large increases in student achievement.

Course grades were analyzed for the first two grading periods.

a. Goal: 75% of students will pass courses with a "C" or better. Note: grades for students in grades K-3 were analyzed based on receiving a "3" or better.
b. Result: 46% of students passed courses with a "C" (or "3" for lower grades) or better.
c. Analysis: ELL students are lagging behind their peers in regards to classroom performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We made several changes during 2016/2017 to improve services to assist with increasing student achievement for all students. We increased our intervention services, provided ELA and math training to teachers, and implemented the Step Up To Writing program. While we are seeing some improvements in student achievement, it will be two to three years before we can determine if these increased services are effective. We plan to make the following changes in metrics: we will continue to use the Step Up To Writing program to guide students to becoming better writers. Our metric will be that students improve 10% over the prior year for each of the next three years. We will pilot an on-line math program to assist with math intervention. We will also implement an on-line ELD program specifically designed to help ELL students improve their ELA skills. These changes can be found in Goals 4 and 8 of the 2017 – 2020 LCAP.

We will use the following local metrics to measure the effectiveness of our services to ELL students: CELDT testing, R-FEP rates, writing prompt scores, and report card data. The use of these local metrics can be found in Goal 8 of the 2017 – 2020 LCAP. |

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The district involved the following stakeholders in the LCAP evaluation and development process: parents, students, members of the Blochman Teacher's Association (certificated staff), unrepresented classified staff, school administration, and community members.

Stakeholder surveys for parents, students, certificated staff, administrators, classified staff, and community members were conducted during the months of February and March, 2017.   Additional information about the purpose and goals of the LCAP was posted on the district's website. The eight state priorities were discussed with the students in grades 5 - 8 on March 17, 2017. Students were asked to provide suggestions for improving the school. Student suggestions included requesting a vending machine, mirrors in the restrooms, and a 3-D printer. The vending machine and restroom upgrades were addressed in the current year. The 3-D printer is addressed in the 2017/2018 LCAP, Goal 4, Action 13.

Certificated staff and classified staff were consulted on an ongoing basis. Certificated staff was consulted regarding student achievement. Certificated staff provided data regarding parent conferences and writing prompt achievements that was used in the development of the Annual Update.

The LCAP Advisory Committee reviewed the 2016/2017 annual update and discussed the 2017/2018 LCAP on the following dates:
*October 25, 2016
*January 24, 2017
*February 28, 2017
*April 25, 2017.

This committee is made up of parents, classified staff, certificated staff, parents of EL students, and community members. A separate ELAC/DELAC committee is not required because BUSD has less than 51 English Learner students which is the requirement for a separate committee. Committee members reviewed the annual update and were given an opportunity to comment and make suggestions for the 2017/2018 LCAP. The committee members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The LCAP Advisory Committee was asked to provide suggestions for the 2017/2018 LCAP on March 25, 2017. Notice of this meeting was posted on the district's website and a One-Call notification was sent to all parents and guardians.

The School Site Council reviewed the annual update and discussed the 2017/2018 LCAP on the following dates:
*October 25, 2016
*January 24, 2017
*February 28, 2017
*April 25, 2017.

The members were provided with data collected throughout the course of the year to demonstrate improved pupil outcomes.

The Board reviewed and the public was invited to comment on the annual update at the following regular board meetings:
*September 13, 2016
*January 10, 2017

*February 14, 2017
*March 14, 2017

The Board reviewed and the public was invited to comment on a draft of the 2017/2018 LCAP at the following regular board meetings:
*April 11, 2017
*May 9, 2017

The complete draft of the LCAP was available on the district website on June 9, 2017.

A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 13, 2017.

The LCAP and the district's budget was adopted at a special board meeting on June 20, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Continued stakeholder involvement has improved the outcomes for all pupils, including unduplicated pupils. Surveys indicated that stakeholders believe we have great teachers as indicated in Goal 1. Stakeholders were also pleased with our ability to provide students with all the resources and materials they need to successfully complete their coursework as indicated in Goal 2.

Teachers requested computer sets for individual classrooms in the lower grades. They also requested computer set for each intervention classroom. The purchase of these items is referenced in Goal 4.

Other suggestions made at the March LCAP meeting include designing a system for encouraging student attendance. This is addressed in Goal 6.

 Comments and suggestion made during these meetings were used to formulate the actions in Goals 1 - 8.

Students expressed a genuine interest in the 8 state priorities and offered numerous helpful and insightful suggestions. Students suggested more access to sports, STEM, and other activities. These ideas are reflected in Goal 4.

 Comments and suggestion made during these meetings were used to formulate the actions in Goals 1 - 8.

The data provided by Certificated staff was used in the development of the Annual Update. Information regarding parent conferences is referenced in the Annual Update, Goal 5. Information regarding writing prompt achievements is referenced in the Annual Update, Goal 4.

Involving School Site Council members and LCAP committee members in the on-going process of tracking progress throughout the year allowed members to stay connected and involved with decisions that were made during the year. Committee members engaged in conversations about parental involvement. While they acknowledged that many parents do not participate in district surveys, they were generally pleased with the number of opportunities the district gives parents to participate in school activities. This is addressed is the Annual Update, Goal 5.

Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage stakeholders and the work they are doing to meet the needs of students.Providing information on the annual update allowed board members to track progress toward goals throughout the year. Presenting the LCAP to the board at regular intervals gave them an opportunity to make comments and suggestions for the 2017/2018 LCAP. Board members are particularly interested in maintaining parental involvement and providing students with access to STEM materials. STEM is addressed in Goal 4, Action 13.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	All teachers will be highly qualified and appropriately assigned.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 1: Basic
Identified Need	Appropriate teacher assignment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
HQT Report, annual review of credentials, Williams Act Report.	2016-2017: All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.	All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.	All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.	All teachers will be highly qualified with proper credentials as evidenced by the HQT Report and review of credentials; Williams Act Report will continue to show no complaints.

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐
Location(s)   ☐ All Schools   ☒ Specific Schools: Benjamin Foxen Elementary   ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.	District administration will review the HQT Report, teacher credentials, and Williams Act reports to determine that all teachers employed by the district are highly qualified.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $0	Amount $0	Amount $0
Budget Reference Goal 1 (17/18): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost.	Budget Reference Goal 1 (18/19): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost.	Budget Reference Goal 1 (19/20): Administration to annually review HQT teacher qualifications and classroom assignments; no identifiable cost.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	All students will have access to necessary instructional materials.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL Priority 1: Basic

Identified Need	Students will be provided with sufficient instructional materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Board Instructional Material Resolution and Williams Act Reports.	2016-2017: The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.	The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.	The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.	The school board will pass the appropriate instructional materials resolution; Williams Act Reports will show no complaints.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐

Location(s)	☐ All Schools ☒ Specific Schools: Benjamin Foxen Elementary ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District administration will ensure adequate instructional materials are available to all students.	District administration will ensure adequate instructional materials are available to all students.	District administration will ensure adequate instructional materials are available to all students.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 2 (17/18): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost.	Budget Reference	Goal 2 (18/19): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost.	Budget Reference	Goal 2 (19/20): Administration and teachers will ensure that each student has access to necessary instructional materials; no identifiable cost.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3

Facilities will be well maintained, safe, comfortable, and welcoming to students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>Priority 1: Basic</u>

Identified Need

Facilities in good repair.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/FIT Inspection Tool, Williams Act Report.	2016-2017: The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.	The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.	The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.	The SARC/FIT report will show a "Good" rating; Williams Act Report will continue to show no complaints.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☒ Specific Schools: <u>Benjamin Foxen Elementary</u> ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
On going maintenance and janitorial upkeep as required.	On going maintenance and janitorial upkeep as required.	On going maintenance and janitorial upkeep as required.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3 (17/18): Services and other operating expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3(18/19): Services and other operating expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3(19/20): Services and other operating expenditures

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of students.	We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of students.	We will lease two portable classrooms for class size reduction. The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of students.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$9,200	Amount	$9,200	Amount	$9,200
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3 (17/18): Leases	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3 (18/19): Leases	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 3 (18/19): Leases

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 4	Implement all California state standards, including CCSS and English Language Development (ELD). Ensure access to courses and increase student achievement in the areas of Language Arts, Math, Social Science, Science, Visual & Performing Arts, Health, and Physical Education. ELD achievement will be addressed separately in Goal 8.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL <u>Priority 2: Implementation of State Standards;Priority 4: Pupil Achievement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes</u>

Identified Need	(1) Implement California state standards, including CCSS. (2) Ensure students have access to courses. (3) Increase student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) Implement California state standards, including CCSS. Metric: classroom observations and teacher training schedules and agendas. (2) Ensure students have access to courses. Metric: class schedules. (3) Increase student achievement. Metric: California School Dashboard, writing prompt scores, and student grades.	2016-2017: *All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules.	*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules.	*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules.	*All students will receive an instructional program aligned with the California state standards, including CCSS as evidenced by classroom observations conducted by the Principal. *All teachers will participate in at least one CCSS related training per year as evidenced by training schedules and agendas. * All students will have access to courses as evidenced by a review of class schedules.

	*The following data will demonstrate increased student achievement: 1) 50% of students will meet or exceed the standards on the ELA portion of the CAASPP test and 40% of students will meet or exceed the standards on the math portion of the CAASPP test ; the percent of students who do not meet the standards will decrease by 10% on both the math and ELA portions of the CAASPP test; 2) 80% of students will score a 3 or above on the writing prompts rubric over the course of the year; and 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.	*The following data will demonstrate increased student achievement: 1) The California School Dashboard will indicate a "Green" status in ELA; we will make movement toward achieving a "Green" status in math by 2018-2019. 2) Writing prompts will indicate a 10% improvement over the prior year. 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.	*The following data will demonstrate increased student achievement: 1) The California School Dashboard will indicate a "Green" status in ELA; we will achieve a "Green" status in math. 2) Writing prompts will indicate a 10% improvement over the prior year. 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.	*The following data will demonstrate increased student achievement: 1) The California School Dashboard will indicate a "Green" status in both ELA and math. 2) Writing prompts will indicate a 10% improvement over the prior year. 3) 75% of students in grades K-3 will pass courses with a "3" or better; 85% of students in grades 4 - 8 will pass courses with a "C" or better.

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐	
Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years and keep this training as a focal point for the math and ELA curriculum adoption. Training will consist of the following: *Two training sessions held by the publisher of adopted ELA curriculum. *Two or three training sessions led by county's instructional support team on the topic of Universal Design Learning. Teachers will also continue to participate in monthly training organized by the Santa Ynez Valley Consortium. The topics for this training have not yet been identified.	Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years and keep this training as a focal point for the NGSS (science) curriculum adoption. Training will continue to be provided by the county's instructional support team. The topics for the 2018/2019 training have not yet been identified. Teachers will also continue to participate in monthly training organized by the Santa Ynez Valley Consortium. The topics for this training have not yet been identified.	Teacher training and professional development will be provided to improve knowledge of California state standards, including CCSS. Teachers will continue to use the training they received in prior years and keep this training as a focal point for the NGSS (science) curriculum adoption. Training will continue to be provided by the county's instructional support team. The topics for the 2019/2020 training have not yet been identified. Teachers will also continue to participate in monthly training organized by the Santa Ynez Valley Consortium. The topics for this training have not yet been identified.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$4,302	Amount	$4,302	Amount	$4,302
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (17/18): Teacher training and professional development (Title II)	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (18/19): Teacher training and professional development (Title II)	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (19/20): Teacher training and professional development (Title II)
Amount	$1,482	Amount	$1,482	Amount	$1,482
Source	Base	Source	Base	Source	Base

Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (17/18): Teacher training and professional development (county instructional support)	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (18/19): Teacher training and professional development (county instructional support)	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (19/20): Teacher training and professional development (county instructional support)
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (17/18): Santa Ynez Valley Consortium professional development	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (18/19): Santa Ynez Valley Consortium professional development	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (19/20): Santa Ynez Valley Consortium professional development

Action **2**

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)
☐ All Schools   ☒ Specific Schools: <u>Benjamin Foxen Elementary</u>   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase additional computer tablets as needed. Providing unduplicated pupils daily access to computers	Purchase additional tablets as needed. Providing unduplicated pupils daily access to computers will	Replace Windows tablets for grades 4 - 8. Providing unduplicated pupils daily access to computers will

will improve their ability to navigate the CAASPP test and gain additional access to CCSS materials. The following items will be purchased:
* Grades K, 1 , 2 , 3 - 24 Chromebooks each
* Intervention (2 rooms) - 12 Windows tablets each
* 2 charging carts

improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.
* Replacement or additional tablets as necessary.

improve their ability to navigate the CAASPP test and gain additional access to CCSS materials.
* Grades 4 - 8 replacement

BUDGETED EXPENDITURES

2017-18

Amount	$46,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Goal 4(17/18): Tablets
Amount	$0
Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4(17/18): Tablets

2018-19

Amount	$5,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Goal 4 (18/19): Tablets
Amount	$0
Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4 (18/19): Tablets

2019-20

Amount	$22,607
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Goal 4 (19/20): Tablets
Amount	$29,393
Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4 (19/20): Tablets

Action 3

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s): ☐ All Schools ☒ Specific Schools: Benjamin Foxen ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
In order to improve student achievement for unduplicated pupils, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	In order to improve student achievement for unduplicated pupils, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	In order to improve student achievement for unduplicated pupils, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$45,896	Amount	$48,218	Amount	$50,659
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (17/18): Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (18/19): Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (19/20): Teacher
Amount	$8,123	Amount	$9,426	Amount	$10,841
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Goal 4 (17/18): Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (19/20): Teacher Benefits

Action **4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income	

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

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
In order to improve student achievement for unduplicated pupils, we will continue to utilize the Step Up to Writing program and train teachers on the effective use of this program, provide two .5 FTE intervention teachers, and provide a full-time instructional assistant for intervention. Dedicated intervention teachers and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.	In order to improve student achievement for unduplicated pupils, we will continue to utilize the Step Up to Writing program and train teachers on the effective use of this program, provide two .5 FTE intervention teachers, and provide a full-time instructional assistant for intervention. Dedicated intervention teachers and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.	In order to improve student achievement for unduplicated pupils, we will continue to utilize the Step Up to Writing program and train teachers on the effective use of this program, provide two .5 FTE intervention teachers, and provide a full-time instructional assistant for intervention. Dedicated intervention teachers and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$65,384	Amount	$68,687	Amount	$71,427
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (17/18): Intervention Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (18/19): Intervention Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 4 (19/20): Intervention Teacher
Amount	$15,746	Amount	$18,438	Amount	$20,291
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Goal 4 (17/18): Intervention Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Intervention Teacher Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Intervention Teacher Benefits
Amount	$22,755	Amount	$22,815	Amount	$23,266

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (17/18): Instructional Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (18/19): Instructional Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (19/20): Instructional Assistant
Amount	$11,117	Amount	$11,716	Amount	$12,460
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Goal 4 (17/18): Instructional Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Instructional Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (19/20): Instructional Assistant Benefits

Action **5**

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

Students to be Served ☒ All   ☐ Students with Disabilities   ☐

Location(s) ☐ All Schools   ☒ Specific Schools: Benjamin Foxen Elementary   ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports	Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports	Purchase equipment to support Physical Education activities. Staff will implement "Noon-time Sports

League" so students can play organized sports after lunch.	League" so students can play organized sports after lunch.	League" so students can play organized sports after lunch.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4 (17/18): PE Equipment	Budget Reference	4000-4999: Books And Supplies Goal 4 (18/19): PE Equipment	Budget Reference	4000-4999: Books And Supplies Goal 4 (19/20): PE Equipment

Action 6

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: Benjamin Foxen Elementary	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Arts Outreach/Music instruction	Arts Outreach/Music instruction	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,200	Amount	$7,400
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Goal 4 (17/18): Arts Outreach/Music instruction	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Goal 4 (18/19): Arts Outreach/music intruction	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Goal 4 (19/20): Arts Outreach/music intruction

Action   **7**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: Benjamin Foxen Elementary	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science	Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science	Field trips to enhance student learning and engagement in the areas of, English/Language Arts, Social Studies, and Science

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (17/18): Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (18/19): Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (19/20): Field Trips

Action   **8**

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

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)   ☐ All Schools   ☒ Specific Schools: <u>Benjamin Foxen Elementary</u>   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.	A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.	A Library Assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$21,554	Amount	$19,025	Amount	$12,977
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (17/18): Library Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (18/19): Library Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (19/20): Library Assistant
Amount	$7,920	Amount	$11,042	Amount	$17,683
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (17/18): Library Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (18/19): Library Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (19/20): Library Assistant
Amount	$14,081	Amount	$15,616	Amount	$16,604
Source	Base	Source	Supplemental and Concentration	Source	Base
Budget Reference	3000-3999: Employee Benefits Goal 4 (17/18): Library Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Library Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (19/20): Library Assistant Benefits

Action   9

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

Students to be Served ☐ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s) ☐ All Schools   ☒ Specific Schools: Benjamin Foxen Elementary   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
An Instructional Assistant will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.	An Instructional Assistant will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.	An Instructional Assistant will provide support for teachers in addressing the educational needs of unduplicated pupils. This additional support will allow teachers to spend more time assisting unduplicated pupils in the classroom.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$1,844	Amount	$3,112	Amount	$4,440
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (17/18): Instructional Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (18/19): Instructional Assistant	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (19/20): Instructional Assistant
Amount	$18,826	Amount	$18,826	Amount	$18,826
Source	Other	Source	Other	Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (17/18): Instructional Assistant (REAP - resource 4126)	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (18/19): Instructional Assistant (REAP - resource 4126)	Budget Reference	2000-2999: Classified Personnel Salaries Goal 4 (19/20): Instructional Assistant (REAP - resource 4126)
Amount	$5,175	Amount	$6,055	Amount	$7,050
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Goal 4 (17/18): Instructional Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (18/19): Instructional Assistant Benefits	Budget Reference	3000-3999: Employee Benefits Goal 4 (19/20): Instructional Assistant Benefits
Amount		Amount		Amount	

Action 10

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

<div align="center"><strong style="color:purple">OR</div>

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☐ Unchanged
ELA curriculum adoption (grades K - 6)	NGSS (science) curriculum adoption	Social Studies curriculum adoption

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$40,000	Amount	$30,000	Amount	$30,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4 (17/18): ELA curriculum adoption	Budget Reference	4000-4999: Books And Supplies Goal 4 (18/19): Science curriculum adoption	Budget Reference	4000-4999: Books And Supplies Goal 4 (19/20): Social Studies curriculum adoption

Action **11**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Math curriculum adoption (grades 6 - 8)	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $10,000	Amount $0	Amount $0
Source Base	Source	Source
Budget Reference 4000-4999: Books And Supplies Goal 4 (17/18): Math curriculum adoption	Budget Reference	Budget Reference

Action **12**

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

Students to be Served ☒ All   ☐ Students with Disabilities   ☐

Location(s) ☐ All Schools   ☒ Specific Schools: Benjamin Foxen Elementary   ☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Review Next Generation Science Standards (NGSS) science curriculum	Review Social Studies curriculum	N/A

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 4 (17/18): Review NGSS science curriculum (no identifiable cost)	Budget Reference	Goal 4 (17/18): Review Social Studies curriculum (no identifiable cost)	Budget Reference	

Action **13**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐

	Location(s)	☐ All Schools	☒ Specific Schools: Benjamin Foxen Elementary	☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
3-D Printer and supplies to encourage STEM participation	3-D Printer supplies	3-D Printer supplies

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,600	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 4 (17/18): 3-D Printer and supplies	Budget Reference	4000-4999: Books And Supplies Goal 4 (18/19): 3-D Printer supplies	Budget Reference	4000-4999: Books And Supplies Goal 4 (19/20): 3-D Printer supplies

Action **14**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐
	Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Pilot an online math program to assist with math intervention.	Math intervention program purchased in 17-18	Math intervention program purchased in 17-18

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,500	Amount	$0	Amount	$0
Source	Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Goal 4 (17/18): On-line math program	Budget Reference	Goal 4 (18/19): On-line math program	Budget Reference	Goal 4 (19/20): On-line math program

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 5	Parental involvement with making decisions that affect the school.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL Priority 3: Parental Involvement

Identified Need	Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Site Council minutes, LCAP meeting minutes, Parent-Teacher Conference attendance rates, parent surveys, and teacher and principal observation of parent participation in special school events will reflect parent participation.	2016/2017: Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.	Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.	Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.	Parent volunteers will achieve a 60% attendance rate at School Site Council meetings and LCAP meetings as evidenced by the minutes. Seventy-five percent of parents will attend Parent/Teacher conferences. Fifty percent of parents will respond to parent surveys. Survey responses will indicate the district meets expectations in the 8 state priorities 85% of the time. Teacher and principal observations will confirm parent attendance at special school events.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ |

| Location(s) | ☐ All Schools | ☒ Specific Schools: Benjamin Foxen Elementary | ☐ Specific Grade spans: |

OR

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Provide opportunities for parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 5 (17/18): Negligible costs or costs covered by other organizations.	Budget Reference	Goal 5 (18/19): Negligible costs or costs covered by other organizations.	Budget Reference	Goal 5 (19/20): Negligible costs or costs covered by other organizations.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 6	Encourage pupil engagement.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL Priority 5: Pupil Engagement

Identified Need	Increase school attendance rates.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates, chronic absenteeism rates, middle school dropout rates.	2016/2017: We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.	We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.	We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.	We will maintain overall school attendance rates of 95% or greater, maintain a chronic absenteeism rate of less than 5%, and have a 0% middle school drop out rate.

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐
Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.	Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.	Provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Goal 6 (17/18): Student incentives	Budget Reference	4000-4999: Books And Supplies Goal 6 (18/19): Student incentives	Budget Reference	4000-4999: Books And Supplies Goal 6 (19/20): Student incentives

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Phone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.	Phone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.	Phone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 6 (17/18): No identifiable cost	Budget Reference	Goal 6 (18/19): No identifiable cost	Budget Reference	Goal 6 (19/20): No identifiable cost

Action   **3**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The district will sponsor a Lego Robotics Club led by parent volunteers.	The district will sponsor a Lego Robotics Club led by parent volunteers.	The district will encourage students to attend the Math Superbowl.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 6 (17/18): Robotics Club	Budget Reference	4000-4999: Books And Supplies Goal 6 (18/19): Robotics Club	Budget Reference	4000-4999: Books And Supplies Goal 6 (19/20): Robotics Club

Action **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>		☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The district will encourage students to attend the Math Superbowl.	The district will encourage students to attend the Math Superbowl.	The district will encourage students to attend the Math Superbowl.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$70	Amount	$70	Amount	$70
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Goal 6 (17/18): Math Superbowl	Budget Reference	4000-4999: Books And Supplies Goal 6 (18/19): Math Superbowl	Budget Reference	4000-4999: Books And Supplies Goal 6 (19/20): Math Superbowl

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 7	Reduce pupil suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Priority 6: School Climate

Identified Need

Improve the school climate by reducing pupil suspension and expulsion rates. Metric: pupil suspension rates, pupil expulsion rates.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The California School Dashboard for pupil suspension and expulsion rates.	2016/2017: Reduce pupil suspensions and expulsions by 5% over the prior year.	Maintain a "Green" status on the California School Dashboard for suspensions and expulsions.	Maintain a "Green" status on the California School Dashboard for suspensions and expulsions.	Maintain a "Green" status on the California School Dashboard for suspensions and expulsions.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐

Location(s)	☐ All Schools ☒ Specific Schools: Benjamin Foxen Elementary ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School psychologist, contact with parents, and curriculum for character program.	School psychologist, contact with parents, and curriculum for character program.	School psychologist, contact with parents, and curriculum for character program.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 7 (17/18): School psychologist provided by county meets will meet with students who have social or emotional issues. No additional cost.	Budget Reference	Goal 7 (18/19): School psychologist provided by county meets will meet with students who have social or emotional issues. No additional cost.	Budget Reference	Goal 7 (19/20): School psychologist provided by county meets will meet with students who have social or emotional issues. No additional cost.
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 7 (17/18): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. No additional cost.	Budget Reference	Goal 7 (18/19): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. No additional cost.	Budget Reference	Goal 7 (19/20): Continue using Character program to build student awareness of proper conduct, social skills, conflict resolution, and problem solving skills. No additional cost.

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐

Location(s)	☐ All Schools	☒ Specific Schools: <u>Benjamin Foxen Elementary</u>	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
We will host at least one school assembly addressing school climate issues.	We will host at least one school assembly addressing school climate issues.	We will host at least one school assembly addressing school climate issues.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$0	Amount	$0	Amount	$0
Budget Reference	Goal 7 (17/18): No additional cost	Budget Reference	Goal 7 (18/19): No additional cost	Budget Reference	Goal 7 (18/19): No additional cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 8

Increase student achievement for English Learners.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Priority 4: Pupil Achievement

Identified Need

Increase student achievement for English Learners.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
We will use the following local metrics to measure the effectiveness of our services to ELL students: CELDT testing, R-FEP rates, writing prompt scores, and report card data.	2016/2017: 80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%.	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%. 80% of students will score a 3 or better on writing prompts over the course of the year. 75% of students in grades K-3 will pass courses with a "3" or better. 75% of students in grades 4 -8 will pass courses with a "C" or better.	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%. 80% of students will score a 3 or better on writing prompts over the course of the year. 75% of students in grades K-3 will pass courses with a "3" or better. 75% of students in grades 4 -8 will pass courses with a "C" or better.	80% of students will advance one proficiency level every year as measured by CELDT testing. Students will achieve R-FEP based on the following guidelines: 1) scoring Early Advanced or Advance on the CELDT test for two consecutive years, 2) scoring a "C" or better in all subjects on their report card, and 3) scoring an average of 3 or better on writing prompts for the year. We will maintain a five-year average R-FEP rate of 5%. 80% of students will score a 3 or better on writing prompts over the course of the year. 75% of students in grades K-3 will pass courses with a "3" or better. 75% of students in grades 4 -8 will pass courses with a "C" or better.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Benjamin Foxen Elementary ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Having an ELPAC (formerly CELDT) coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.	English Learners will receive the same services that are available to all students as identified in Goal 4. Additionally, teachers will utilize the supplemental ELD materials incorporated in the core textbooks and SDAIE strategies to assist English Learners, the cost of which is incorporated in the expenditures found in Goal 4. Having an ELPAC (formerly CELDT) coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Goal 8 (17/18): CELDT Coordinator	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 8 (18/19): ELPAC Coordinator	Budget Reference	1000-1999: Certificated Personnel Salaries Goal 8 (19/20): ELPAC Coordinator
Amount	$226	Amount	$294	Amount	$322
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Goal 8 (17/18): CELDT Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Goal 8 (18/19): ELPAC Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Goal 8 (19/20): ELPAC Coordinator Benefits

Action 2

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served
☒ English Learners   ☐ Foster Youth   ☐ Low Income

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

Location(s)
☐ All Schools   ☒ Specific Schools: Benjamin Foxen Elementary   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
On-line ELD program to help ELL students improve their English/Language Arts skills.	On-line ELD program to help ELL students improve their English/Language Arts skills.	On-line ELD program to help ELL students improve their English/Language Arts skills.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$0	Amount	$0
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Goal 8 (17/18): On-line ELD program	Budget Reference	Goal 8 (18/19): On-line ELD program	Budget Reference	Goal 8 (19/20): On-line ELD program

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$230,608	Percentage to Increase or Improve Services:	14.20%

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).

The amount of Supplemental and Concentration grant funds, as calculated pursuant to 5 CCR 15496(a)(5) is $230,608 for 2017/2018. Please refer to Exhibit C for a copy of our Minimum Proportionality calculation. These funds were expended on unduplicated pupils in the following manner:

* Computer tablets $46,000

* Intervention teacher $81,130

* Student incentives $1,500

* CELDT Coordinator $1,726

* Instructional/Library Assistants $55,426

* Teacher to reduce need for combination classes: $54,019

TOTAL $239,801

The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils, as calculated pursuant to 5 CCR 15496(a) is 14.20% for 2017/2018. Please refer to Exhibit C for a copy of our Minimum Proportionality calculation.

The use of supplemental and concentration grant monies is essential in allowing us to meet our goals for our population of unduplicated pupils. A qualitative analysis shows the use of these funds is effective in improving results for unduplicated pupils in the following manner:

* Portable classroom lease payment: The addition of portable classrooms has allowed us to eliminate combination classes in our lower grades which gives teachers the ability to focus directly on the grade level needs of students.

* Computer tablets: Daily access to computers at school enables unduplicated pupils to perform better on computerized state testing and allows for greater access to CCSS supplemental materials.

* Intervention teacher, instructional assistants, and library assistant: A dedicated intervention teacher and instructional assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers. A library assistant will provide support to unduplicated pupils utilizing the library. Many unduplicated pupils have never visited a library and often need additional assistance finding materials and understanding how to effectively use the library.

* Student incentives: Student incentives have proven to be an effective method of encouraging students to attend school.

* CELDT Coordinator: Having a CELDT coordinator is an effective use of funds because it allows us to appropriately track and reclassify our English learners.

* Teacher to reduce combination classes: Reducing combination classes is important for unduplicated pupils because it allows teachers to focus directly on the grade level needs of students.
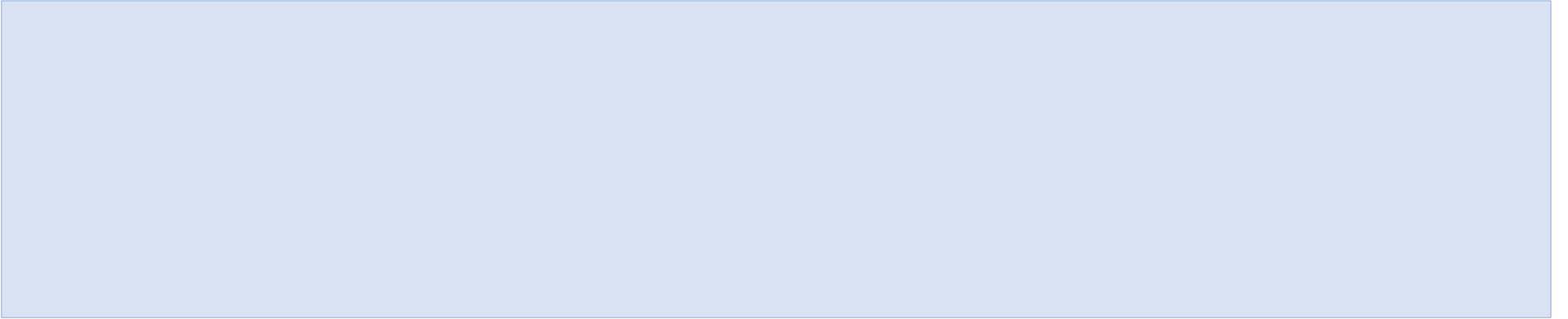
Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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

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

> ### Related State and/or Local Priorities
>
> > Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(c) "High school dropout rate" shall be calculated as follows:

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	299,514.97	302,440.47	392,801.00	340,524.00	401,300.00	1,134,625.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	27,901.00	27,563.67	129,872.00	95,161.00	150,322.00	375,355.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	17,363.00	23,051.33	18,826.00	18,826.00	18,826.00	56,478.00
Special Education	21,434.97	24,128.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	228,548.00	223,394.47	239,801.00	222,235.00	227,850.00	689,886.00
Title II	4,268.00	4,303.00	4,302.00	4,302.00	4,302.00	12,906.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	299,514.97	302,440.47	392,801.00	340,524.00	401,300.00	1,134,625.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	68,410.00	63,735.00	112,780.00	118,405.00	123,586.00	354,771.00
2000-2999: Classified Personnel Salaries	88,371.00	88,371.00	72,899.00	74,820.00	77,192.00	224,911.00
3000-3999: Employee Benefits	56,533.97	54,845.00	54,468.00	61,545.00	67,568.00	183,581.00
4000-4999: Books And Supplies	49,050.00	56,228.80	106,170.00	40,570.00	87,570.00	234,310.00
5000-5999: Services And Other Operating Expenditures	37,150.00	39,260.67	39,484.00	37,984.00	37,984.00	115,452.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	7,000.00	7,200.00	7,400.00	21,600.00
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	299,514.97	302,440.47	392,801.00	340,524.00	401,300.00	1,134,625.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	67,410.00	63,735.00	112,780.00	118,405.00	123,586.00	354,771.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	9,764.00	14,154.00	22,123.00	46,041.00
2000-2999: Classified Personnel Salaries	Other	17,363.00	18,826.00	18,826.00	18,826.00	18,826.00	56,478.00
2000-2999: Classified Personnel Salaries	Special Education	19,388.00	19,388.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	51,620.00	50,157.00	44,309.00	41,840.00	36,243.00	122,392.00
3000-3999: Employee Benefits	Base	169.00	0.00	19,256.00	6,055.00	23,654.00	48,965.00
3000-3999: Employee Benefits	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	2,046.97	4,740.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	54,318.00	50,105.00	35,212.00	55,490.00	43,914.00	134,616.00
4000-4999: Books And Supplies	Base	3,050.00	1,806.00	58,670.00	34,070.00	63,463.00	156,203.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	46,000.00	54,422.80	47,500.00	6,500.00	24,107.00	78,107.00
5000-5999: Services And Other Operating Expenditures	Base	23,682.00	25,757.67	35,182.00	33,682.00	33,682.00	102,546.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	4,225.33	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	9,200.00	4,974.67	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	4,268.00	4,303.00	4,302.00	4,302.00	4,302.00	12,906.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	7,000.00	7,200.00	7,400.00	21,600.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00
Goal 2	0.00	0.00	0.00	0.00
Goal 3	19,200.00	19,200.00	19,200.00	57,600.00
Goal 4	366,305.00	315,960.00	376,708.00	1,058,973.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	3,570.00	3,570.00	3,570.00	10,710.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	3,726.00	1,794.00	1,822.00	7,342.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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

California School
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EXHIBIT A

Home / Blochman Union Elementary - Santa Barbara / Student Group Report

Student Group Report

Blochman Union Elementary - Santa Barbara County

Enrollment: 173   Socioeconomically Disadvantaged: 66%   English Learners: 12%   Foster Youth: N/A   Grade Span: K-12   Charter School: No

Reporting Year: Spring 2017

Equity Report   Status and Change Report   Detailed Reports   Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)		*	N/A	N/A		*	*	*	*	*		*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English		*	N/A	N/A		*	*	*	*	*		*	*	

Language Arts
(3-8)

 *　*　*　*　*　*　

Mathematics
(3-8)

N/A　N/A　*　*　*　*　*　*　　

Performance Levels:　 Blue (Highest)　 Green　 Yellow　 Orange　 Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions? Send them to lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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EXHIBIT B
BLOCHMAN UNION SCHOOL DISTRICT
2015/2017 CERTIFICATED PROFESSIONAL DEVELOPMENT SCHEDULE

DATE	GRADE	DESCRIPTION	PROVIDER	ESTIMATED COST (includes travel and substitutes)	
1/26/2017	1	1st Grade Math Day 1	SBCEO Valley Work	$	100
3/28/2017	1	1st Grade Math Day 2	SBCEO Valley Work	$	100
9/13/2016	2	Introduction to Number Talks	SBCEO	$	359
1/19/2017	2	2nd Grade Math Day 1	SBCEO Valley Work	$	100
3/20/2017	2	2nd Grade Math Day 2	SBCEO Valley Work	$	100
9/15/2016	3	Number Talks 3 - 5	SBCEO	$	359
11/10/2016	3	3rd Grade Math Day 2	SBCEO Valley Work	$	100
9/15/2016	4	Number Talks 3 - 5	SBCEO	$	359
11/15/2016	4	4th Grade Math Day 2	SBCEO Valley Work	$	100
12/6/2016	4	Fundamental Fractional Reasoning	SBCEO	$	219
10/11/2016	5	5th Grade Math Day 1	SBCEO Valley Work	$	132
12/1/2016	5	5th Grade Math Day 2	SBCEO Valley Work	$	132
11/30/2016	6-8	Middle School Math Day 2	SBCEO Valley Work	$	100
2/15/2017	6-8	Middle School Math Day 3	SBCEO Valley Work	$	100
9/13/2016	K	Introduction to Number Talks	SBCEO	$	359
2/8/2017	K	K Grade Math Day 1	SBCEO Valley Work	$	100
3/30/2017	K	K Grade Math Day 2	SBCEO Valley Work	$	100
10/4/2016	K-8	CCSS: ELA and Literacy	SBCEO	$	1,150
12/6/2016	K-8	Formative Assessment	SBCEO	$	1,150
1/10/2017	K-8	Informational Text	SBCEO	$	1,150
3/7/2017	K-8	ELD Framework	SBCEO	$	1,150
5/2/2017	K-8	ELA Toolkit	SBCEO	$	1,150
TOTAL				**$**	**8,671**

EXHIBIT C

Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant

		2017-18	2018-19	2019-20	2020-21	2021-22
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*	239,801	222,235	227,850	232,579	233,028
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	223,394	239,801	222,235	227,850	232,579
3.	Difference *[1] less [2]*	16,407	(17,566)	5,615	4,729	449
4.	Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*	7,214	(12,565)	4,128	4,729	-
	GAP funding rate	43.97%	71.53%	73.51%	100.00%	0.00%
5.	Estimated Supplemental and Concentration Grant Funds *[2] plus [4] (unless [3]<0 then [1])* *(for LCAP entry)*	230,608	222,235	226,363	232,579	232,579
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*	1,623,852	1,701,182	1,793,788	1,865,613	1,866,062
	LCFF Phase-In Entitlement	1,905,555	1,974,512	2,071,246	2,149,287	2,149,736
7/8.	Percentage to Increase or Improve Services* *[5] / [6]* *(for LCAP entry)*	14.20%	13.06%	12.62%	12.47%	12.46%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 230,608	$ 222,235	$ 226,363	$ 232,579	$ 232,579
Current year Minimum Proportionality Percentage (MPP)	14.20%	13.06%	12.62%	12.47%	12.46%