Three Rivers Charter School

Regular Board Meeting

Date and Time
Tuesday May 15, 2018 at 5:30 PM PDT

Location
TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437

Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:30 PM**
A. Call the Meeting to Order		Jody Stickels	1 m
B. Record Attendance and Guests		Isabel Saldana	5 m
C. Changes to the Agenda?	Discuss	Jody Stickels	5 m
II. Community Comment			**5:41 PM**
A. Community Comment	Discuss	Jody Stickels	20 m

Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.

	Purpose	Presenter	Time
III. Reports			**6:01 PM**
A. Student Rep Report	Discuss	Jody Stickels	10 m

B. Teacher Reports	Discuss	Jody Stickels	15 m

Please review prior to meeting.

C. Director's Report	Discuss	Roger Coy	20 m

Director to report on school testing improvement process, demographics programs, LCAP process progress, PTN report, and any other outstanding issues,

D. Financial Report	Discuss	Jennifer Tyler	15 m

Treasurer will verify Cash on Hand and bring up any financial concerns.

IV. Discussion and Action Items   7:01 PM

A. LCAP Review and Discussion	FYI	Roger Coy	15 m

Final Review and discussion

B. LCAP Adoption for 18-19	Vote	Roger Coy	5 m
C. Boatyard Lease Discussion	Discuss	Roger Coy	10 m

Discuss actions to take regarding the Boatyard Lease

D. Approve Action Regarding Boatyard Lease	Vote	Jody Stickels	5 m
E. Discuss Board Retreat	Discuss	Roger Coy	15 m

Discuss the possibility of using BOT's Board Retreat or another option.

F. Protecting Immigrant Students	Discuss	Roger Coy	10 m

New law (AB 699) requiring adoption of new policy to protect immigrant students by 7/1/18. Please see attached proposed policy written using state and legal prepared model.

G. Vote on Safe Environment for Students Policy 2.6	Vote	Jody Stickels	5 m

Approve new Immigrant Protection Policy.

H. Multi-Tiered Systems and Support Program (MTSS)	Discuss	Roger Coy	20 m

We have joined the Calif. Learning Community for School Success Program Consortium through MCOE whose focus is to develop non-punitive multi-tiered remedial structures within schools. SUMS (Scaling Up) is a program through Orange County Office of Ed providing a grant program. Initially, we have been approved for $25K which is to include costs for training ($14K), consultants ($5K), and part of our Smart Board expenses (4 classrooms - $6K.) We must commit to theses expenses for next year.

I. Approval of the MTSS	Vote	Jody Stickels	5 m

Approve program as outlined.

J. Board On Track Contract	Discuss	Roger Coy	15 m

New contract with BOT $7000. We can approve it now or wait until after retreat.

K. Approve Expenditure for BOT	Vote	Jody Stickels	5 m

Approve or table.

V. Closed Session   8:51 PM

A. Discuss School Director Evaluation	Discuss	Roger Coy	20 m

As Per California Code 54957 (b) 1

B. Vote to Accept Eval	Vote	Jody Stickels	5 m

Accept or reject the evaluation and determine pay increase if any.

C. Discuss General Direction of Terms for Facilities Proposal	Discuss	Roger Coy	15 m

Cal. Code 54956.8. Proposal to college for phased expansion. To be reviewed and discussed. Determination to also be made regarding HS space termination.

D. Review Application for Board Seat - Jaime Ries	Discuss	Jaimi Parsons	15 m

Discuss Board Application per Section 54957, Public Employee Appointment

E. Review Salaries for Teaching Staff and Classified Staff for 18/19 School Year	Discuss	Roger Coy	10 m

Discuss overall increases for next year. California Code 54957

F. Vote To Approve Staff Increases	Vote	Jody Stickels	5 m

Approve Proposed Increases and adjustments to Pay Scale.

VI. Reporting Out   10:01 PM

A. Items to Report Out	FYI	Jody Stickels	5 m

Action Items taken regarding Facilities.

VII. Additional Action Items   10:06 PM

A. Adopt Board Meeting Minutes	Approve Minutes	Jody Stickels	5 m

Please review prior to meeting.

Approve minutes for Regular Board Meeting on April 24, 2018

VIII. Closing Items   10:11 PM

A. Adjourn Meeting	FYI	Jody Stickels	5 m

Cover Sheet

Teacher Reports

Section:	III. Reports
Item:	B. Teacher Reports
Purpose:	Discuss
Submitted by:	
Related Material:	Teacher Write-Ups 5-15-18.pdf

Teacher Write-Ups 5-15-18

1-2 Class

Our caterpillars arrived in the mail this week! First and second graders will be watching the butterfly life-cycle first hand right in the classroom. We are also learning about honey bees and had a guest speaker (a mom) bring in freshly harvest honey comb and teach about bees. The class went to Point Cabrillo this month with an educational focus of "home habitats". Other spring excitement has included working in the garden and harvesting and eating the vegetables we grew. Many of the students participated in the Spelling Bee in April for the first time and it was a great experience. Our regular spelling books are finishing up and my various spelling groups are moving onto review and more advanced books. I am beginning to assess each student's reading level for the final time to see their progress this year. In math we're approaching the end of the curriculum as well with geometry. I am working to get assignments in the grade book and master our new grading system.

3-4 Class

Update on Ms. Natalie's 3-4 Class:

Student performance on formative assessments indicate that skills practice and concept reviews in ELA and Math are highly valuable. We both revisit concepts and re-practice old skills, while juxtaposing new concepts and skills. We are in the middle of a Geometry Unit, and a literature study of "Because of Winn-Dixie." Students seem to be enjoying both, even while reviewing and honing old skills.

Fourth graders are tutoring third graders in long multiplication by a single multiplier. Today we conducted "A Friendly Competition," the results of which are not yet scored. All students participated, and fourth graders were mandated to additionally perform two digit by two digit multiplication facts. Winners of competition earn points. There will be no grade-book scoring of this assessment.

This week we also rehearsed the 4th grade skills of adding fractions with unlike denominators, and reading protractors. Third graders are demanding another "Friendly Competition." This next one they are requesting address addition and subtraction of fractions with unlike denominators. I think the third-graders are reaching a bit, but I will allow the fourth graders to tutor them in this skill for a few days and we will host another "Friendly Competition."

I plan to host an orientation for new families coming in to my classroom in the 18-19 year. Orientation occurs at the end of the month. I created an invitation, and Ms. Morgan sent it out to all of her families of second-graders.

Next week I've organized another field trip. We will play Mini-Golf at the Emerald Dolphin. No drivers needed, and I will be assisted by several other adults. This should be a lot of fun!

I organized two "Literature Teas" this month. At the first one, I prepared and served all the tea while partners read to each other from "Because of Winn-Dixie." In the second, I served tea while trios of students re-read specific, assigned chapters, scouring the text seeking vocabulary words. We then opened up a Grand Discussion to assemble a master list of potential vocabulary words. We did this activity once before with earlier chapter readings, so the students had an easier time of it. From the master list, I will again generate vocabulary activities which the students will complete next week, even while reading forward in the next few chapters.

My students keenly desire to host a tea for Ms. Morgan's room; it is yet to be organized.

I am watching the student grow physically as well as emotionally and academically. But physically speaking, I am shocked at how quickly they are sprouting before my very eyes!!!!

I so appreciate the support brought by Shannon, Mariza, and Eliza! They bring an amazing amount of skills and positive energy to all we do in here!

5-6 Class

Jr High Class

Hello Board Members!

This week my class completed all 5 sections of the state CAASPP testing. Students were very excited to have their own computer mice just in time for the testing, which were purchased using a donation from the local American Legion (thank you to Caristine Larsen and Mr. Coy!) Students also enjoyed the bountiful breakfasts including oatmeal, smoothies, muffins, and yogurt parfaits provided by Parent Teacher Network (thank you to Chelsi McFadden, Jen Daoust, and Ms. Bart). I would also like to thank the following parents who volunteered to bring drinks and healthy snacks for students this week: Hillary Schneider, Ronda Wasco, Angie Pulliam, Katie Rogers, Kathy Westfall and Jennifer Tyler. This year felt like a much more positive state testing experience for our students :)

In English we are back to our normal schedule with literature Monday, Wednesday, Friday and Vocab/Grammar Tuesday and Thursday, so students can expect to have some type of English homework each day. We have started a new class novel, Jack London's *Call of the Wild*. Unlike our previous novel which was read together in class, students will be reading this novel more independently. Students need to read Chapter 4 by Monday. In Vocab students will be finishing Lesson 14 with sentences and a test on Thursday and in Grammar they will continue practicing verb agreement.

In Science students will continue Chapter 17 and learn about marine and freshwater ecosystems. In PE students have completed the state PFT testing (except for those students absent who will make it up) and will begin a unit in hockey.

This Friday the TRCS yearbooks will be ordered and purchased with an expected delivery date of June 10th!

Important Announcements

1) Round Table Pizza Night Fundraiser - Tuesday, May 29th 5pm-9pm
TRCS will be hosting a Round Table Pizza Night to help fundraise for the junior high trip to Scandia and Santa Rosa Junior College. Any purchases dine in, pick up, or delivery from 5pm-9pm will help support our class field trip!

2) Field Trip to Scandia & Santa Rosa Junior College - Thursday, May 31st @ 7:15am

High School Class

This month in the high school classroom, students have been working hard to stay on pace in their online classes and for some students to also focus on finishing credit recovery work they began this year for courses they had failed in the past. We are all working to make their transition into other high school programs as

smooth as possible. We had a great meeting at Fort Bragg High with their guidance counselors, Mark Boele and Tomas Sanchez which definitely helped our students begin plans for this transition.

Students have been studying the Great Depression and then U.S. involvement in WWII in history, while in English they are working on two new novels: *20,000 Leagues Under the Sea* by Jules Verne and *The Last of the Mohicans* by James Fenimore Cooper. We are almost done with our CAASPP testing including the Science Pilot Test for the seniors. Students had fun making smoothies for the whole class even though only the 11th and 12th graders were testing.

Finally we have enjoyed a new project learning about Autism through the help of a community member, Ian and his social worker, who are coming in to visit and have tea on Wednesdays and teach students about autism. I decided this was such a valuable experience to work with a community member that I have moved our Friday House Meeting time to this activity. Normally on Fridays during House Meeting we work on a mix of Model UN activities and REACH activities using Sanford Harmony.

If you have any questions please don't hesitate to contact me.

Cover Sheet

Director's Report

Section:	III. Reports
Item:	C. Director's Report
Purpose:	Discuss
Submitted by:	
Related Material:	Director's Report May 15, 2018.pdf

Director's Report May 15, 2018

- Events coming up:
  - Lottery Update - Current enrollment for next year
  - Testing & Breakfast Update
  - Color Run - May 5
  - Day In the Park - May 14
  - PTN Meeting - 6-7 pm May 22
  - Spring Concert - 6-7:30 pm May 24
  - June 7th: School Picnic at Wiggly Giggly, and Junior High Dance
  - 8th Grade Promotion - June 14
  - Awards Dinner - June 15

- Interview Process has completed for the 7th Grade Teacher position - offer out

- Demographic Enrollment Improvement Update

LCAP Overview

LCAP   (*New)

1)   **EL support and students being English proficient within 3 years of attending our school**

2)   **Low Income and EL families being more involved with the activities at our school including better support (translation, buddy system, translation services)**

3)   **Developing an extensive elective and extra-curricular activities program for students**

4)   **Assisting parents with technology issues by providing services, equipment, and training.**

5)   **Develop a more robust after-school program including a place for students who parents work and a homework club.**

6)   **Develop an effective remedial program**

7)   **Providing a connection between foster and homeless families and resources.**

*8)   **Parents would like more assistance for them to help their children with their homework.**

 *9)   **We need to upgrade our technology in the classroom (smartboards, online tutorials for students and parents)**

*10) **Basic services to be improved including lunch program, and cleanliness of school.**

*11) **New cohesive curriculum programs**

*12) **New Facilities located, secured, and moved into.**

*13) **Significant improvement in SBAC scores**

*14) **Demographics more closely aligned to Fort Bragg**

Cover Sheet

LCAP Review and Discussion

Section: IV. Discussion and Action Items

Item: A. LCAP Review and Discussion

Purpose: FYI

Submitted by:

Related Material:

2018_Local_Control_and_Accountability_Plan_&_Annual_Update_Three_Rivers_Charter_20180511.pdf

LCAP Overview.pdf

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Three Rivers Charter	Roger Coy School Director	director@trcschool.org (707) 964-1128

2017-20 Plan Summary
The Story

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

Our families normally come to us looking for an alternative to the traditional school setting. They are either having an issue with their existing school or they are looking for a smaller school setting. Our community is a small, rural setting without a lot of alternatives or choices for our families. We are the only authorized charter school in the community. One of the key aspects to our school is our positive culture which tends to have very few bullying problems and because we are small in size our students do not fall through the cracks. We are only allowed to have 120 students enrolled which makes it difficult to support the programs we would like to have, but again, our size lends itself to a unique environment. We currently serve grades 1-12 and we have decided to move to a 1-8 model in order to better serve those grades. These next few years we will be focusing on raising our test scores, including a more diverse population of students, and providing the technical services the students and staff require. We are also focused on creating student engagement activities and support services.
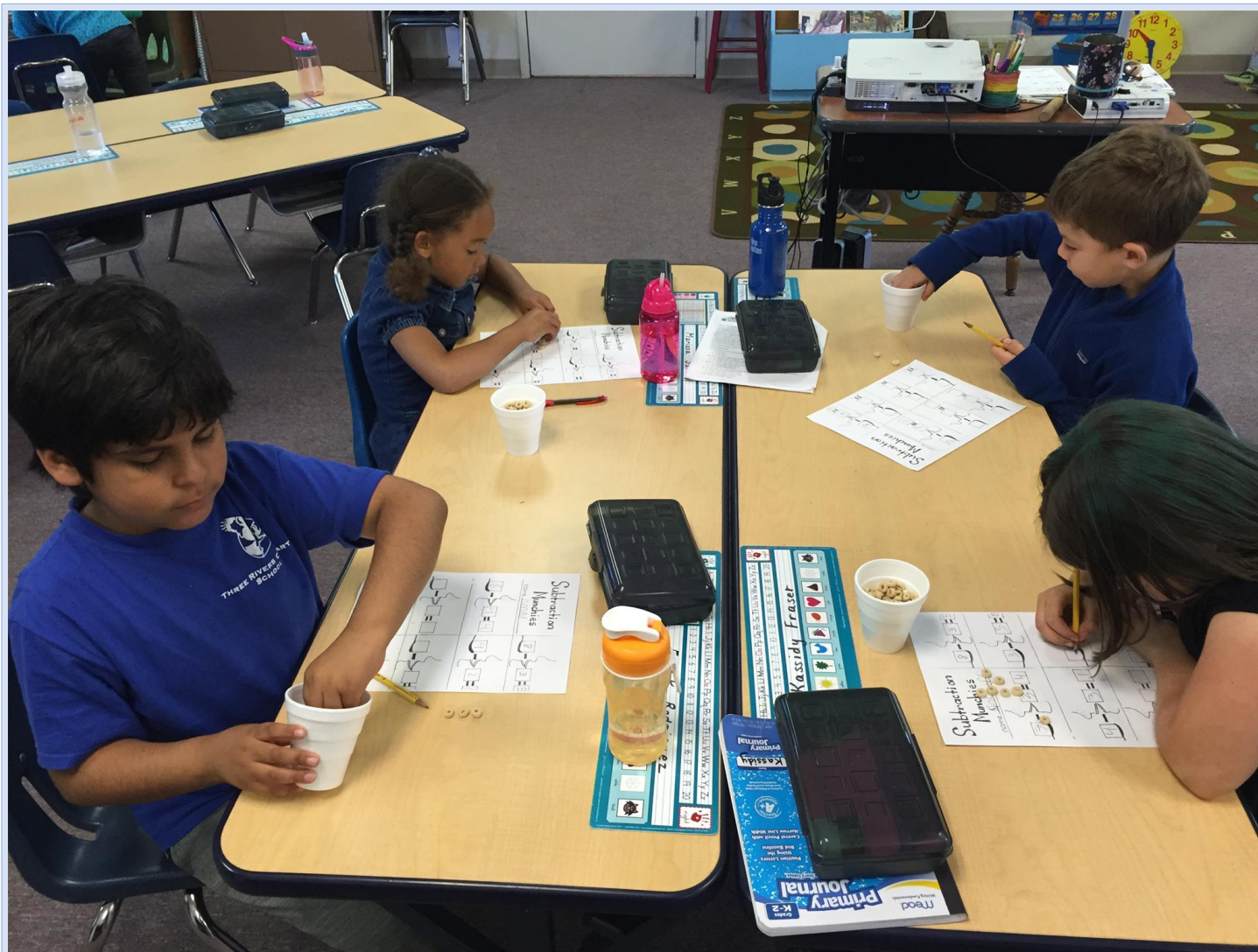
LCAP Highlights

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

The key features of this year's LCAP are:

1. Continued support for our EL students. Our goal is for all of our students to be english proficient within 3 years of starting enrollment with us.
2. We want to focus on SED students and EL students to be more involved with the activities of our school.
3. Develop an extensive elective and exta-curricular activities program.
4. Assist parents with technology issues by providing services, equipment, and training.
5. Develop a more robust after-school program including a place for students whose parents work and a homework club.
6. Develop an effective remedial program.
7. Make sure all of our foster families and homeless families are connected to available resources.
8. Parental support for working with their students on academic work.
9. Upgrade our technology in the classrooms.
10. Improve basic services to our students including cleanliness of school and a lunch or snack program.
11. New cohesive and standards aligned curriculum throughout all of our grades.
12. New facilities located and secured.

13. Improvement on SBAC scores.
14. Demographics more closely aligned to Fort Bragg.

Review of Performance

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

Greatest Progress

We have put in place many of the services we decided to last year including support for our EL students and tutorial and Multi-tiered/RTI programs. We have achieved the reclassification of over 50% of our EL students and all within our goal of "within 3 years" of enrollment at Three Rivers. We have gotten our remedial programs working and have been able to continue it uninterrupted for the last 2 years. This year we were able to reenergize our Homework Club program and we have consistently managed to have active participation of over 25% of our parent base in our Parent Teacher Network Group.

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

Greatest Needs

We have shown performance in the "orange" category for testing results in both ELA and in Math. We have placed a significant amount of importance in raising these scores. We are doing this in a number of ways including:
1. We hired a consultant to review our practices and to outline initial steps we should take to improve our scores.
2. We are committing to transitioning away from a 1-12 grade model to a 1-8 grade model in order to get a better focus on a smaller amount of grades
3. We are realigning our textbooks and curriculum to ensure there are no gaps and have refocused the teachers on making sure the address all of the standards. We are in the process of developing a cohesive program with no gaps.
4. We have implemented a new Math analysis tool to help us identify any gaps within the students and provide support instructional tools to close those gaps.
5. We've met with our parents and our school to change the "mind-set" towards testing within our school our students are taking it a lot more serious and our parents are on-board to make sure our students are well rested and fed. Our parents have even developed some testing-week support for the students to assist the students with anxiety and lack of energy.
6. Our teachers are using the Interim Testing available on the CAASPP Site.

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

We did not have any student groups performing below the "all student" performance. But in order to ensure we don't. We know we have to continue to provide support and outreach to the various groups.

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.

Increased or Improved services

As mentioned before, we plan on continuing with our EL support program. We are working on developing a Multi-Tiered support program that would involve our School Counselor working with me to make sure students are not falling through the cracks. By providing support for all of our students we will ensure that everyone is being served. Any student asking for tutoring or assistance can get it, and we are reaching out to our foster youth and homeless to make sure they have any assistance they need.

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	$1,000,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$172,500.00

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.

The Funds budgeted for the LCAP does not include most salaries. Expenses that are being used for other instructional needs that are not specifically for LCAP are not included. So operational expenses, equipment, materials etc.are part of that.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$487000

Annual Update

LCAP Year Reviewed: 2017-18

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

To create new programs to engage all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL students show improvement in scoring and after three years are reclassified using the CELDT/ELCAP Testing. **17-18** 100% **Baseline** 90%	80 % was achieved. Out of 5 students only 1 was outside of the 3 year window.

Actions / Services

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

Action 1

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

30 minutes per day of special attention and services for EL students.	30 minutes per day.	Salaries and Materials 2000-2999: Classified Personnel Salaries LCFF $15000	Salaries and Materials 2000-2999: Classified Personnel Salaries LCFF $10,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology support by providing computer support, instruction and hardware.	Technology support by providing computer support, instruction and hardware.	Computer Equipment, training and materials 4000-4999: Books And Supplies LCFF $3000	Computer Equipment, training and materials 4000-4999: Books And Supplies LCFF 2000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training for teachers and support personnel on EL instruction and intervention strategies.	Training for teachers and support personnel on EL instruction and intervention strategies.	Training for teachers and support personnel on EL instruction and intervention strategies. 5800: Professional/Consulting Services And Operating Expenditures LCFF $2000	Training for teachers and support personnel on EL instruction and intervention strategies. 5800: Professional/Consulting Services And Operating Expenditures LCFF $1000

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.

This service was implemented with certain obstacles. Pullout times had to be coordinated and taking students from class created other hardships.

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

Fairly effective. More training is required and beer materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The support personnel were absent a lot and one of the support aides went on maternity leave.

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.

No changes. The goal is to work 30 minutes per day M-Th with all EL students.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Increased attendance of parents or unduplicated students at school functions based upon previous years.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased attendance of parents or unduplicated students at school functions based upon previous years. **17-18** 25% participation at PTN meetings and 60% participation at functions **Baseline** In past years we were getting 5% of our parents to come to our meetings and about a 20% participation rate at functions.	Increased attendance of parents or unduplicated students at school functions based upon previous years. We have significantly raised participation to 25% involvement at our meetings and 30-40% participation at functions.

Actions / Services

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

Action 1

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

All announcements involving school functions and activities to be translated. Provide translation services at functions	Announcements involving school functions and activities have translation services available. Provide translation services at functions. We now have those services in place.	Translation services, equipment, forms 5800: Professional/Consulting Services And Operating Expenditures LCFF $5000	Translation services, equipment, forms 5800: Professional/Consulting Services And Operating Expenditures LCFF $2000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	Increase % of EL students	Events 5000-5999: Services And Other Operating Expenditures LCFF $1000	Events 5000-5999: Services And Other Operating Expenditures LCFF $1000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	Materials, time, promotional 4000-4999: Books And Supplies LCFF $1000	Materials, time, promotional 4000-4999: Books And Supplies LCFF $800

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 are currently working on attracting a more diversified group of students. But for all of our groups we know we must provide better communication and to make the various groups at our school feel comfortable. We have hired translation services, created events, and are continuing to look for ways to make it easier for our parents to attend our meetings (including live streaming.)

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

We are doing better, but we still have a ways to go. We have traveled to groups within the community and made presentation, we have not been able to create a sub-group yet, but we are working on it.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have a lot more materials to be translated. We still do not a reliable translator that will regularly be available.

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.

This goal should stay in place, other then the translation services should include all documents, and there should be a formal person hired just for the translation of meetings.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Increase the number and variety of elective opportunities for all students as well as after school and extra curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased number of activities and electives and increased number of students involved in activities. **17-18** We would like to add an additional 3 electives in the Jr High and High School, and at least 1 more elective in each other elementary grade class. **Baseline** We currently have a number of activities in each classroom. I am only listing the newly added programs.	We have been successful in adding activities such as a soccer tournament for the 5th-6th grade, involvement with the local marine science group, continued the novel writing activities with the local library, additional coding classes, and gardening classes. We are currently working on adding an athletically program for after school next year and of course we are keeping all of our other activities in place. In the elementary grade class we have added tinkering, coding, art and choir.

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	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	Hired staff support and provide after school programs such as an art program for the High School, Soccer tournament, academic support (homework club and tutoring), technology (coding), and music.	Salaries, computer programs, materials 2000-2999: Classified Personnel Salaries LCFF $5000	Salaries, computer programs, materials 2000-2999: Classified Personnel Salaries LCFF $5000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase electives (art program, language, gardening etc)	Increased electives (art program, language, gardening etc)	Programs, materials 4000-4999: Books And Supplies LCFF $5000	Programs, materials 4000-4999: Books And Supplies LCFF $2000

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 worked with teachers to do some cross class team teaching on electives to allow the students to move from class to class. The school director is teaching coding, and we have hired an additional music teacher to keep our music program alive.

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

The students appear to be happy with the additional choices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because we used existing personnel we were able to implement a lot of the new programs without increasing much of the costs.

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 expect to keep this goal in place. We will probably add some additional services for after school next year and that will require personnel. The students really want more sports programs.

Annual Update

LCAP Year Reviewed: 2017-18

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

Students and parents will have more opportunities to access technological resources within the school and home will receive training and support from the school.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased access and use of online resources including classes. Increase teacher's capacity to provide technological support. **17-18** New programs in place at school and accessible programs also available at home. **Baseline** Basic programs and very little access from home.	We have encouraged parents to access student information via the web using student portals. Our coding programs, Google for Education, novel writing activities, and parent meeting live-streaming are all available on-line. The students have access to computers that can be checked out however the parents are not taking advantage of the assistance.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	Internet Connection, additional computer systems 5900: Communications LCFF $10000	Internet Connection, additional computer systems 5900: Communications LCFF $8000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parental and student training and opportunities for parent engagement.	Provide parental and student training and opportunities for parent engagement.	Homework Tutoring, events, volunteering services 1000-1999: Certificated Personnel Salaries LCFF $5000	Homework Tutoring, events, volunteering services 1000-1999: Certificated Personnel Salaries LCFF $5000

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 have provided staff to be available after school to work with parents and students. We also have purchased additional computers and have expanded our band width for school.

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

The parents have not really engaged in the provided services we offer but the students are using the services daily.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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.

Keep the goal the same with the addition of better promotion to the parents.

Annual Update

LCAP Year Reviewed: 2017-18

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

Provide for Remedial work to be supported by providing additional personnel working with the teachers and students on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks. **17-18** All students identified as needing support being worked with. **Baseline** Program originally did not exist.	Testing has not occurred yet for this year. Scores for last year dropped so that was not a good indicator of the support being properly given.

Actions / Services

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

Action 1

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

Hire staff support and provide support during school. Develop program with teachers for additional pull out.	2 Support Aides hired and working with students on a regular basis.	Salaries for Support Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration $20000	Salaries for Support Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration $20000

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 program was implemented this year as soon as school started. There were two aides hired and a schedule was implemented with the teachers. There were a number of issues that came up including both aides became pregnant and went on maternity leave. Both have returned and the program is doing well again. The aides and the teachers have worked together to put schedules in place and the aides have regular students that have been identified by the teachers as needing extra support and there is enough flexibility in the program so the aides can pull students out that may need specific help that particular day. We also implemented an after school tutoring program for the lowest performing math students in grades 3-6.

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

It has been very helpful to the students and the teachers for this program to be in place. The teachers feel they can see the improvement in the students. We'll see if our testing scores start to show improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no difference.

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.

No changes.

Annual Update

LCAP Year Reviewed: 2017-18

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

Expansion of After School Programs

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                              Priority 5: Pupil Engagement (Engagement)
                              Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator More services and activities available. Including clubs, homework clubs, some sports or active programs. **17-18** We have expanded the after school program to include a Homework Club for everyone, a chess club, and after school tutoring. **Baseline** Specific students were getting after school support in grades 7-12 and we had put in a TIDES (after school program) last year.	We have expanded the after school program to include a Homework Club for everyone, a chess club, and after school tutoring.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Survey students on desire 2. Hire additional help 3. Implement program.	1. Survey students on desire 2. Hire additional help 3. Implement program.	Homework Club, After School Tutoring, Chess Tournaments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7000	Homework Club, After School Tutoring, Chess Tournaments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7300

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 implemented a Homework Club for parents and students to use. We use teachers and aides for support and we rotate the program between two teachers. We also have a chess club with a couple of tournaments.

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

We are getting about 10 students per day so not a great turn-out, but good. Parents have not taken advantage of the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Negligible difference.

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 would continue with these programs and focus on adding an after-school sports program.

Annual Update

LCAP Year Reviewed: 2017-18

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

Foster youth and homeless students better connected to resources. (Foster youth definition expanded to students not being raised by biological parents and not adopted)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Foster students % receiving needed resources. Families connected to public services including medical care. **17-18** 60% receiving services. **Baseline** 60% receiving services estimated.	We only have a few families that are considered foster or homeless. All but 1 are currently receiving services and that family is receiving some services.The school is committed to helping them whenever possible.

Actions / Services

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

Action 1

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

| 1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received. | We have made several announcements to the school in general offering our assistance. Once we have Identified families needing assistance we try to find out what they currently are receiving and what they need. We personally give them assistance and even provide counseling services as we can. We also make sure they have assistance with school activities and other basic needs.(gas, food, sweat shirts) | Emergency Assistance/Conselling Assistance 0000: Unrestricted LCFF $1000 | Emergency Assistance 0000: Unrestricted LCFF $500 |

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 promoted the availability of funds for assistance to families needing help with different services.

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

We provided some service. One family in particular was allowed to go on a field trip, get to school, and a couple of other families were provided after school services to allow the parents to work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not as many families took advantage of the services as originally planned for.

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.

Better promotion is needed.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

This year, all of the stakeholders were identified and work started early to identify what was critical to hem. 1)Weekly bulletins are sent to parents, guardians, teachers, staff,
boardmembers and anyone expressing an interest in receiving them. 2)Surveys have been conducted on parents, students, staff, and board members in order to ensure we are
understanding the needs and desires of our stakeholders. 3) Outside processes were used to gather information including groups such as ACSA, CCSA, CDE, and other
colleagues for input. At school, suggestion boxes were placed and input was sought at school events. Weekly teacher staff meetings, monthly teacher's aide's meetings, and
monthly board meetings are held. In order to raise attendance at the Parent Teacher Network meetings, meetings were cut down to four times per month; held to 1 hour; new
officers were put in place; child care was provided; and snacks were provided with a translator at each meeting. We did see a significant increase in parent participation. We
increase our parent participation from 2% to 20%.

Annual Update: Since developing plans on improving the involvement of various stakeholders and new stakeholder groups to the school a better focus on those action items has
been occurring. More involvement can be seen and felt at the school.

Impact on LCAP and Annual Update

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

A richer, fuller picture on what is needed at the school and improvements to the process have been implemented. A better understanding has developed for the various

stakeholders of the need for their input and a feeling that their input is valued. Because many of the recommended changes have actually been implemented, stakeholders are
feeling more empowered. Student input has increased student participation in the governance of the school. We regularly have a student Rep at our Board Meetings and our
Student Council is continuing to meet regularly to discuss desires, and issues for the students.

Annual Update: We have developed after school programs, began looking for ways to reach out to unduplicated groups, and are developing better enrichment programs. We
provide EL support and Remedial support on a daily basis.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 1

To create new programs to engage all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL students show improvement in scoring and after three years are reclassified using the CELDT Testing.				

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: EL

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
30 minutes per day of special attention and services for EL students.	30 minutes per day of special attention and services for EL students.	30 minutes per day of special attention and services for EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15000	$15000	$15000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: EL
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

Schoolwide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Technology support by providing computer support, instruction and hardware.

2018-19 Actions/Services

Technology support by providing computer support, instruction and hardware.

2019-20 Actions/Services

Technology support by providing computer support, instruction and hardware.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3000	$3000	$3000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: EL
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

Schoolwide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Training for teachers and support personnel on EL instruction and intervention strategies.	Training for teachers and support personnel on EL instruction and intervention strategies.	Training for teachers and support personnel on EL instruction and intervention strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$2000	$2000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Increased attendance of parents or unduplicated students at school functions based upon previous years.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased attendance of parents or unduplicated students at school functions based upon previous years.	10%	20%	30%	40%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions

2018-19 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions

2019-20 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$5000	$5000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

LEA-wide

Schoolwide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 3

Increase the number and variety of elective opportunities for all students as well as after school and extra curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased number of activities and electives and increased number of students involved in activities.	Jr High Existing/Need more focus on younger grades	Grades 3-6 added electives periods	Grades 3-6 added electives periods	Grades 3-6 added electives periods

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.	Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$5000	$5000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase electives (art program, language, gardening etc)	Increase electives (art program, language, gardening etc)	Increase electives (art program, language, gardening etc)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$5000	$5000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

Students and parents will have more opportunities to access technological resources within the school and home will receive training and support from the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students need to have better access to technology resources along with training

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased access and use of online resources including classes. Increase teacher's capacity to provide technological support.	Most students having access to technological resources	85% of students having full access to technological resources	100 % of students having access to technological resources.	100% of students having access to technological resources.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10000	$10000	$10000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide parental and student training and opportunities for parent engagement.

2018-19 Actions/Services

Provide parental and student training and opportunities for parent engagement.

2019-20 Actions/Services

Provide parental and student training and opportunities for parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$5000	$5000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

Provide for Remedial work by providing additional personnel working with the teachers and students on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students falling behind in their work or needing assistance

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.	Median Score: ELA 2507 Math 2477	Median Score: ELA 2582 Math 2551	Median Score: ELA 2659 Math 2627	Median Score: ELA 2738 Math 2706

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All [Add Students to be Served selection here]	

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire staff support and provide support during school. Develop program with teachers for additional pull out.	Hire staff support and provide support during school. Develop program with teachers for additional pull out.	Hire staff support and provide support during school. Develop program with teachers for additional pull out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20000	$20000	$20000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 6

Expansion of After School Programs

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

We need to improve student engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
More services and activities available. Including clubs, homework clubs, some sports or active programs.	We currently offer TIDES, chess club, homework club	Offer TIDES, chess club, homework club and add tutoring	Offer TIDES, chess club, homework club and tutoring add a sports activity	Offer TIDES, chess club, homework club,tutoring, sports activity and add woodworking activity.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Survey students on desire 2. Hire additional help 3. Implement program.	1. Survey students on desire 2. Hire additional help 3. Implement program.	1. Survey students on desire 2. Hire additional help 3. Implement program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7000	$7000	$7000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 7

Foster youth and homeless students better connected to resources. (Foster youth definition expanded to students not being raised by biological parents and not adopted)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foster students % receiving needed resources. Families connected to public services including medical care.	100 % students receiving entitled services	100 % students receiving entitled services	100 % students receiving entitled services	100 % students receiving entitled services

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

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

Schoolwide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.	1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.	1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 8

Provide Tutoring Help to Parents to Help With Child's Homework

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Parents Have Asked for Assistance on Homework

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents Participation Weekly Basis	0	0	2	3

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Started Homework Club and have invited parents to participate	Continue Homework Club and Improve Outreach to Parents	Continue Homework Club and Improve Outreach to Parents as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 9

Upgrade technology in the classroom

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Poor presentation ability within the classroom

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
New equipment, great presentation ability	Poor projectors, poor visibility for students. Limited connectivity between presentation and computers.	No change.	Add Smart Boards and on-line tutorials for parents	Improve sound quality and interaction with technology and curriculum

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Survey teachers and determine needs. Bring in consultants for tech review.	Purchase SmartBoards and Presentation Equipment	Improve sound Quality and technology interconnectivity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$10000	$5000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 10

Basic Services to be improved including adding a lunch program and cleanliness of school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Some students are poorly fed and there are some complaints about the cleanliness of the school

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measurable Lunches Served and complaints regarding cleanliness	No lunches, need for better cleanliness.	No lunches, improvement on cleanliness.	Continue to add improvements to cleanliness, check with surveys, work out details on adding lunches.	Lunches added, cleanliness maintained.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Janitorial more focused on keeping school clean.	Add additional clean up times for rooms. Work out details on lunch program.	Maintaining cleanliness, and added lunch service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$5000	$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 11

Develop a Cohesive Curriculum Program Between all Classes

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

With teachers developing their own programs an assurance of no gaps existing between classroom programs is needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Programs implemented addressing all of the state standards and a verification that no gaps exist between classes.	No cohesive overlapping programs, no verification of all standards being addressed, test scores low results.	Testing sets baseline.	Scores improve by 3%	Scores improve by 3%,

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Programs reviewed and approved and a plan developed to implement programs.	New ELA program for grades 1-8 and new Math programs for grades 7-8 implemented.	New math program for grades 1-6 implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$10000	$3000
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 12

New Facilities identified, and preliminary planning and arrangements being made to move in.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our Lease is terminating on our existing location and we must find a new location

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Current lease or purchase arrangement for new facilities.	Terminating lease, no new facilities.	Lease in place or new location identified and secured.	School relocated and in place.	Issues and needs resolved and new facilities functioning

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:

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Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Continue search.

2018-19 Actions/Services

Begin planning phase and take initial action.

2019-20 Actions/Services

Complete move.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$50,000	unknown
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	0000: Unrestricted	5800: Professional/Consulting Services And Operating Expenditures	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 13

Significantly Raise SBAC Scores

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Because our SBAC scores have been identified with needing significant improvement we have identified this a major part of our improvement plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mean Scale Score	ELA - 2507 Math - 2477	ELA - 2582 Math - 2551	ELA - 2660 Math - 2628	ELA - 2740 Math - 2707

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Refocus family, students, Board and teachers on the need for positive SBAC results.	Set up new curriculum, support programs, pacing guides, instructional equipment, etc	Set up new curriculum, support programs, pacing guides, etc

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$15000	$10000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 14

Demographics More closely Aligned to FBUSD

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Demographics Alignment

Identified Need:

FBUSD has made it a requirement for our charter that we must raise our Hispanic/Latino Population to be within 10 percentage points of them. They are currently at 40% and we are at 16%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Hispanic Students	16%	16%	21%	26%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

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

Schoolwide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Perform significant outreach into the Hispanic community. Events, presentation, promotions

2018-19 Actions/Services

Discover more opportunities to promote our school to the Latino community.

2019-20 Actions/Services

Provide lunch services and perhaps transportation services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2000	$2000	$2000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$163,211	18%

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).

Portions of salaries for EL support and activities including the after school program specifically support economically disadvantaged students. Training and materials and methods of instruction have been provided.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$158,871	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).

Portions of salaries for EL support and activities including the after school program specifically support economically disadvantaged students. Training and materials and methods of instruction have been provided.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

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New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

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Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

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Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

  (1) The number of 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 5 *CCR* 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 *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	80,000.00	64,600.00	94,500.00	172,500.00	160,500.00	427,500.00
Concentration	0.00	0.00	6,500.00	11,500.00	4,500.00	22,500.00
LCFF	53,000.00	37,300.00	86,000.00	86,000.00	141,000.00	313,000.00
Not Applicable	0.00	0.00	0.00	50,000.00	0.00	50,000.00
Supplemental and Concentration	27,000.00	27,300.00	2,000.00	25,000.00	15,000.00	42,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	80,000.00	64,600.00	94,500.00	172,500.00	160,500.00	427,500.00
0000: Unrestricted	1,000.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	12,000.00	12,300.00	500.00	500.00	500.00	1,500.00
2000-2999: Classified Personnel Salaries	40,000.00	35,000.00	52,000.00	52,000.00	52,000.00	156,000.00
4000-4999: Books And Supplies	9,000.00	4,800.00	9,000.00	37,000.00	20,000.00	66,000.00
5000-5999: Services And Other Operating Expenditures	1,000.00	1,000.00	22,000.00	22,000.00	77,000.00	121,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00	3,000.00	11,000.00	61,000.00	11,000.00	83,000.00
5900: Communications	10,000.00	8,000.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	80,000.00	64,600.00	94,500.00	172,500.00	160,500.00	427,500.00
0000: Unrestricted	LCFF	1,000.00	500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	500.00	500.00	500.00	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF	5,000.00	5,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	7,000.00	7,300.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	20,000.00	15,000.00	52,000.00	52,000.00	52,000.00	156,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	20,000.00	20,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	5,000.00	10,000.00	3,000.00	18,000.00
4000-4999: Books And Supplies	LCFF	9,000.00	4,800.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	2,000.00	25,000.00	15,000.00	42,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00	1,000.00	22,000.00	22,000.00	77,000.00	121,000.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,000.00	3,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	0.00	0.00	0.00	50,000.00	0.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF	10,000.00	8,000.00	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 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	20,000.00	13,000.00	20,000.00	20,000.00	20,000.00	60,000.00
Goal 2	7,000.00	3,800.00	7,000.00	7,000.00	7,000.00	21,000.00
Goal 3	10,000.00	7,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Goal 4	15,000.00	13,000.00	15,000.00	15,000.00	15,000.00	45,000.00
Goal 5	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	60,000.00
Goal 6	7,000.00	7,300.00	7,000.00	7,000.00	7,000.00	21,000.00
Goal 7	1,000.00	500.00	1,000.00	1,000.00	1,000.00	3,000.00
Goal 8	0.00	0.00	500.00	500.00	500.00	1,500.00
Goal 9	0.00	0.00	0.00	10,000.00	5,000.00	15,000.00
Goal 10	0.00	0.00	5,000.00	5,000.00	60,000.00	70,000.00
Goal 11	0.00	0.00	5,000.00	10,000.00	3,000.00	18,000.00
Goal 12	0.00	0.00	0.00	50,000.00	0.00	50,000.00
Goal 13	0.00	0.00	2,000.00	15,000.00	10,000.00	27,000.00
Goal 14	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00

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

LCAP Overview

LCAP   (*New)

1)   **EL support and students being English proficient within 3 years of attending our school**

2)   **Low Income and EL families being more involved with the activities at our school including better support (translation, buddy system, translation services)**

3)   **Developing an extensive elective and extra-curricular activities program for students**

4)   **Assisting parents with technology issues by providing services, equipment, and training.**

5)   **Develop a more robust after-school program including a place for students who parents work and a homework club.**

6)   **Develop an effective remedial program**

7)   **Providing a connection between foster and homeless families and resources.**

*8)   **Parents would like more assistance for them to help their children with their homework.**

 *9)   **We need to upgrade our technology in the classroom (smartboards, online tutorials for students and parents)**

*10) **Basic services to be improved including lunch program, and cleanliness of school.**

*11) **New cohesive curriculum programs**

*12) **New Facilities located, secured, and moved into.**

*13) **Significant improvement in SBAC scores**

*14) **Demographics more closely aligned to Fort Bragg**

Cover Sheet

Protecting Immigrant Students

Section: IV. Discussion and Action Items
Item: F. Protecting Immigrant Students
Purpose: Discuss
Submitted by:
Related Material: Safe Environment Policy 2.6.docx

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ACCREDITED

Promoting a Safe and Secure Learning Environment for All
Administrative Policy #: TRCS-P-2.6

1. **Collecting and Retaining Student Information**

   TRCS (Three Rivers Charter School) shall maintain in writing policies and procedures for gathering and handling sensitive student information and appropriate personnel shall receive training regarding those policies and procedures.

   If TRCS possesses information that could indicate immigration status, citizenship status, or national origin information, then TRCS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

   If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, TRCS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

   TRCS shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

2. **Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information**

   TRCS personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

   Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, TRCS personnel shall solicit that documentation or information separately from the school enrollment process.

   Where permitted by law, the School Director of TRCS shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, TRCS' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

3.   **Inquiries About Social Security Numbers or Cards**

TRCS shall not solicit or collect entire Social Security numbers or cards.

TRCS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, TRCS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

TRCS shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

4.   **Information Sharing**

TRCS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

TRCS personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:
- Notify the School Director about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, TRCS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

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TRCS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena.

The TRCS request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. TRCS shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, TRCS shall not release the information.

5. **Annual Information Notice to Parents and Guardians**

General Information Policy
TRCS must provide an annual notice to parents and guardians of the school's general information policies that includes:
- Assurances that TRCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by TRCS.
- A list of the circumstances or conditions under which TRCS might release student information to outside people or entities.
- A statement that, unless the [local educational agency] is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the [local educational agency] shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Directory Information Policy
If TRCS decides to release directory information, TRCS shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of TRCS' directory information policy that includes:
- The categories of information that TRCS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).

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- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where TRCS receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

6. **Monitoring and Receiving Visitors onto Campus**

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of the TRCS during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee: Name, address, occupation;

- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

TRCS shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

TRCS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

TRCS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

7. **Responding to On-Campus Immigration Enforcement**

As early as possible, TRCS personnel shall notify the School Director of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

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In addition to notifying the School Director, TRCS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the School Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, [local educational agency] personnel should comply with the officer's orders and immediately contact the School Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

- ***an ICE (Immigrations and Customs Enforcement) administrative warrant***, TRCS personnel shall inform the agent that he or she cannot consent to any request without first consulting with the [local educational agency's counsel or other designated agency official].
- ***a federal judicial warrant (search-and-seizure warrant or arrest warrant)***, prompt compliance with such a warrant is usually legally required. If feasible, consult with the [local educational agency's legal counsel or designated administrator] before providing the agent access to the person or materials specified in the warrant.
- ***a subpoena for production of documents or other evidence***, immediate compliance is not required. Therefore, TRCS personnel shall inform the TRCS' legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.

8. While TRCS personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, TRCS personnel shall document his or her actions while on campus.
9. After the encounter with the officer, TRCS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

- List or copy of the officer's credentials and contact information;
- Identity of all school personnel who communicated with the officer;
- Details of the officer's request;

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- Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
- TRCS personnel's response to the officer's request;
- Any further action taken by the agent; and
- Photo or copy of any documents presented by the agent.

10. TRCS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the School director who will provide those documents to TRCS legal counsel.

11. In turn, the TRCS legal counsel shall submit a timely report to the TRCS governing board regarding the officer's requests and actions and TRCS' response(s).

12. E-mail the *Bureau of Children's Justice* in the *California Department of Justice*, at *BCJ@doj.ca.gov*, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

8. **Parental Notification of Immigration-Enforcement Actions**

   TRCS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

   TRCS personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

9. **Model Policies for Responding to the Detention or Deportation of a Student's Family Member**

   TRCS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

   TRCS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.
   - TRCS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

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- TRCS shall communicate to families that information provided within the emergency cards will only be used in response to specified   emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, TRCS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, TRCS shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. TRCS shall only contact Child Protective Services if TRCS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

10. **Responding to Hate Crimes and Bullying**

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy
TRCS shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

TRCS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.
- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General (see Appendix G of that document).
- The TRCS shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying
TRCS shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity

Three Rivers Charter School
WWW.TRCSCHOOL.ORG
PHONE: (707) 964-1128   FAX: (707) 734-5050

1211 DEL MAR DRIVE , SUITE 301
FORT BRAGG CA 95437

- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:
- A requirement that, if school personnel witness an act of discrimination, harassment,   intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
  - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
  - An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
  - TRCS shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
  - TRCS shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy
TRCS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

TRCS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Cover Sheet

Multi-Tiered Systems and Support Program (MTSS)

Section: IV. Discussion and Action Items

Item: H. Multi-Tiered Systems and Support Program (MTSS)

Purpose: Discuss

Submitted by:

Related Material: Form C Application Narrative-5.pdf

OCDE SUMS RFA Cohort 2_Form D_E-Budg_Summ_Narr.xlsx

Three Rivers Charter School
www.TRCSchool.Org
Phone: (707) 964-1128   Fax: (707) 734-5050

Mendocino College Campus
1211 Del Mar Drive Suite #301
Fort Bragg CA 95437

Form C - Application Narrative

Section 1: Need (250 words max)

1.1Describe the LEA's need to participate in Technical Assistance (TA) that will develop, align, and improve: standards-based, universally designed instruction; and academic, behavioral, and social-emotional* interventions using an MTSS Framework.

We are currently working on improving our entire curriculum delivery processes and reviewing and realigning our entire curriculum to the state standards. We brought in a curriculum/operational consultant and have engaged him for at least two years. Besides the new text materials we are in the process of finishing adopting, we have implemented a new math assessment and instructional tool to locate and to help provide information regarding existing gaps in all of our students math backgrounds. One of the chief areas of concern is our delivery methods in the classroom. We have identified that the communication from the teacher to the student is weak, partially due to poor projection and minimal interaction between the students and the material being displayed. In order to remedy this, we would like to purchase and install Smart Boards, projectors, bring in a Curriculum Implementation Specialist, Technical Specialist to install equipment and to help us upgrade our internet system, and to provide Professional Development for the teachers on the new curriculum. In addition to the above, we would like to provide Professional Development for our school counselor in order to perform social-emotional interventions using an MTSS Framework. Our current level of service provides tutoring support and social counseling, but does nothing to really provide social-emotional intervention.

Section 2: Objectives and Planned Approach (3000 words max)

2.1Describe all of the applicant's existing resources, programs, initiatives, partnerships, and areas of specialty and how they will be used and/or leveraged to scale up MTSS using evidence-based academic, behavioral, and social-emotional* programs, practices, and interventions. (450 words max)

Currently, we have a consultant in place reviewing our program and delivery systems and our practices regarding the Smarter Balanced Testing. This along with our operational processes. We would like for our consultant to continue with this process, however, to look at our practices in regards to our behavioral and social-emotional programs and our intervention practices. Using Smarter Balanced results, along with data from the NWEA testing, and our ALEKs (Math intervention program) system we have a lot of data in which we can determine areas of needs and approaches to improvement. I have hired two aides that are providing pull-out services for every class to address EL and RTI needs. They would need to be provided PD and we should have a cohesive program in place that allows the students to be provided the proper services as needed. Because the Support Aides would be in a position to determine if the student they are working with is in need of services they cannot provide, they should be trained in how to determine that along with the teachers. As mentioned above, our school counselor has very little expertise on how to deliver intervention practices for behavioral or social-emotional issues. She is wonderful at providing support for the students for social issues, and with a little more training and alignment, she would be able to take this to the next level. We exist in a rural area, and the services are extremely limited. Our students and families have very few options for social-emotional assistance, unless they drive for 3+ hours. It becomes impractical for them. Whatever help we can provide at school will be welcomed and helpful. Some students obtain minimal services if they are part of the Special Ed program, but that is less than 10% of our population. Our suicide prevention programs are currently operating at a minimum, and because we provide programs from 1st to 12th grade the needs are becoming more frequent for more in depth services. We do have some services provided by the local Children's Services group, but only if driven by the parents. They occasionally come onto the campus.

2.2Describe in detail how participating in Technical Assistance (TA) will support the LEA in developing, aligning, and improving standards-based, universally designed instruction (i.e. UDL) and academic, behavioral, and social-emotional* interventions. Describe how participation in TA will assist the district in scaling up the use of MTSS. Specifically, describe how the district will:

- Demonstrate how the use of MTSS might assist the LEA in the development and improvement of their LCAP. (300 words max)

The use of MTSS might assist us with our LCAP for a few different reasons: One, it would provide a support system for all of our students. Not just academically, but with social-emotional intervention as well. Two, our LCAP focuses on the well being of our students, not just in testing, but in how they are doing at school, and how engaged they are in the programs at school. MTSS would assist them in feeling confident that they are able to do the school work, but that they also are happy with their school environment and their relationships with their peers. If the students are feeling successful at school, they will do better in their home lives as well. Three, our LCAP calls for the students to have access to technology and have the support they need for that. Four, our LCAP calls for for an improvement in testing and in class performance, the MTSS will ensure that is occurring, and five, Our LCAP calls for our foster youth and homeless students to be better connected to school and community services; the MTSS would catch the services needed and help to bridge that gap.

- Identify, select, improve and tailor existing evidence-based resources and professional learning activities. (300 words max)

We would have to do a complete review of all of the resources we use and what professional learning activities we would need to complete. As with our classroom curriculum, we have a hodge-podge of various programs that have been pieced together over the years and I'm sure there are gaps as well as systems and resources underutilized. We would go through our entire process and determine what needs are not being met and what is needed to make the processes more effective, efficient, and cohesive. One of the practices that would need to be addressed is although it is important to tailor the training to the individual. Training a team on the entire process and working together as a group would mean a stronger program and would ensure that the resources the group needs are being provided. It would be a new model for the Support Aides to consider themselves on the same team as our school counselor, but I can see how that would work.

- Determine which types of evidence-based practices, resources and programs will receive greater focus and attention. (300 words max)

Our existing resources include the CAASPP system, ALEKS (math) and the NWEA. We are interested in finding a system for our ELA programs. By developing a cohesive MTSS program, we can shape these systems to work in conjunction with each other. By bringing the various groups of individuals that are providing the services of the MTSS together, we could be looking for ways that pieces fit together and how to utilize the data that we are seeing. From this, new needs for programs that address various issues and identifying parts of programs or programs in their entirety that need to be eliminated because they are ineffectual or not needed would be identified. So, part of the process would have to involve review,analysis, and implementation of the process itself. Our Support

Aides providing the daily tutoring and intervention support would be identifying needs and the program would be undergoing a continuous improvement process.

- Develop plans, processes, and strategies for identifying and making necessary infrastructure adjustments to support a continuous improvement cycle and local sustainability. (300 words max)

We would have to sit down with the teachers and the MTSS team, to figure out what changes would have to be made to the infrastructure. For instance, scheduling for the students would have to be worked out, and of course, finding the PD needs and then working that out would be an issue. Feedback coming back to the teachers and to the MTSS team would be important, so developing a method and process for doing that would be important. I have already looked at using our email and Document Control system to create a "real time" feedback loop and ensuring that everyone is looking at that information.

- Apply/incorporate the principles of Implementation Science (See Appendix A: Description of Terms for Implementation Science). (300 words max)

Once the process, resources (including schedule and people), and materials are put into place, then implementation can occur. This would have to involve the identification of what needs to be done, who will deliver, and where that would happen. My plan would be to have an initial meeting and determine exactly what the program would involve and how it would be written. I would write it with input from all of the team and then once we reviewed and agreed upon it we would identify what actions prior to implementation would be required and get those action items completed. That would involve some training, materials, and more action items. Since part of the plan would involve some involved PD and some consulting, we would probably have to implement the plan initially and continue to modify it as more information came in. So the plan would be written, as a work in progress. We would use our existing programs and mold them as needed.

- Assist in supporting all students with the most inclusive learning environments. (300 words max)

Since the entire point of this process is to provide support for the entire student body, every step of it would be designed with that in mind. The reason we want to purchase and install the Smart Boards is because a significant portion of the students struggle to see what the teacher is presenting, and their ability to interact is somewhat limited. So our program would provide support for academics, social-emotional, behavioral, and provide a better classroom learning environment. And this would be applied in all of the classrooms, throughout the entire school, for all teachers and all students.

- Incorporate training and support in the principles of UDL as foundational to Tier 1 level instruction in MTSS. (300 words max)

The principles of UDL are exactly what we are working on creating at our school The beauty of the Aleks Program for instance is that it assesses every child, but it develops a math intervention program for each child based upon their own needs and their own level. A child can move at their own pace. The NWEA assessments provides the teacher the data required to develop a program unique to every child. As a student shows signs of not understanding a concept or being able to keep up on a topic, the Support Aide can pull that student and work with them on that concept. The MTSS will allow us to be able to take the program to the next level by providing training, equipment, and the expertise to improve our system

2.3 Describe how the LEA district team will be the point of intervention to (a) develop an infrastructure for ongoing support for school-wide transformation; (b) establish a community of practice or Professional Learning Community (PLC) protocols that will support the LEA in meeting the objectives of this initiative; (c) function as the support agent for this community of practice or PLC, which will serve as a critical feedback loop to inform, support, and enhance the use of MTSS and evidence-based programs and practices. Describe any previous successes or challenges with developing/supporting a community of practice(s) or Professional Learning Communities. (450 words max)

Our team will be the point of intervention for this entire process. Since we are a single school site, and I run the school, everything will go through me. There are not multiple-layers of hierarchy to deal with and I will be directly involved with every step. I believe strongly in the feedback loop and since this program aligns with what we are already trying to do, there will be a perfect fit between the MTSS, our LCAP, and our current school improvement program we are working on. We have implemented various programs in the past including the support RTI program (easy but constant issues are being identified and new processes are being put in place as we learn. A work in progress.); the new curriculum adoption program (which required new policies, training, review, and utilizing several outside resources,) and the Facilities Development action. This have been an ongoing process for almost 3 years, and has yet to be successful. It has required many Board actions, actions from our Authorizer, plan development, various community resources and a number of State Agencies. It has been extremely difficult, but the team has held together and we are still working towards a solution. It has involved nearly every staff member in the school, and most of our parents.

Section 3: Budget Summary and Budget Narrative (Forms D and E)

3.1 Complete the following forms:
Form D, Proposed Initiative Budget Summary Form E, Proposed Budget Narrative

See Attached forms.

Section 4: Initiative Team (200 words max)

4.1Describe the governance or management structure of the initiative. Describe initiative leadership and their assigned roles as well as other initiative staff roles. Describe how these roles will serve to accomplish the tasks described in this Request for Application (RFA). Include resumes for all initiative leaders. (For joint applicants, include how LEAs will prevent duplication of effort by detailing both inter-COE and intra- COE governance relationships. If applicable, describe any previous joint county office collaborations.)

 See attached for resumes. We are extremely small so we have very few resources. My team would be myself, Roger Coy the School Director (Leader); the School Counselor, Marsha Bartholomay(Leader); Elisa Solis, Student Support and Mariza Rocha, Student Support.

Resume
Roger Coy

Work Experience:

April 2015 - Present: School Director, Three Rivers Charter School.

July 2005 - March 2015: Co-Founder and Elementary School Teacher for Three Rivers Charter School.

February 2003 - July 2005: Substitute Teacher and Business Manager for Parents and Friends, Inc.

Sept 1999 - Feb 2003: VP of Operations for Contract Office Group

October 1983 - Sept 1998: Director of Corporate Facilities Services for Fujitsu Microelectronics, Inc. North America

Education:

Administrative Services Credentialing Program - Northern California

Teacher Credentialing Program - University of Phoenix

Masters Business Administration Degree - San Jose State University

Bachelors of Science, Business Degree - San Jose State University

Associate of Administration Degree - Riverside City College

Credentials:

Administrative Services Credential
Teaching Credential

Cover Sheet

Review Application for Board Seat - Jaime Ries

Section:	V. Closed Session
Item:	D. Review Application for Board Seat - Jaime Ries
Purpose:	Discuss
Submitted by:	
Related Material:	board application.pdf

PERSONAL INFORMATION

Title/Prefix: ▢ Mrs. ☒ Ms. ▢ Mr. ▢ Miss ▢ Dr. ▢ Other

Name: ___Jaime___ ___Nichole___ ___Ries___
First   Middle   Last

Home Address: ___29301 Simpson Ln.___
Street Number

___Ft. Bragg___ ___CA___ ___95437___
City   State   Zip

Preferred Method of Contact: ▢ Home ▢ Work ☒ Cellular

Home Number: _____—_____ Work Number: _707- 962-3067_

Fax Number: _____—_____ Cellular Number: _951- 312-3119_

Email Address: ___jaimen107 @ yahoo.com___

Spouse/Partner's Name: ___Micah___ ___David___ ___Ries___
First   Middle   Last

In case of an emergency please contact: ___Micah Ries 951-500-1443___

Current employer: ___Self-employed - Ries Chiropractic___

Emergency contact number: ___951-500-1443___

Please check your highest education level:

     ▢ High School/GED   ▢ Associate's Degree ▢ Master's Degree
     ▢ Trade/Business School   ▢ BA or BS Degree   ☒ MD, DO, JD, PhD, etc.

Please check each area of expertise you would contribute to a board:

▢ Community Service   ☒ Education   ▢ Finance   ▢ Fundraising
☒ Law   ▢ Management   ▢ Marketing   ▢ Personnel
▢ Public Relations   ▢ Parent Involvement Programs ☒ Other (please specify): - Special Ed.
     - Homeschooling

On a scale from 1 to 5 (5 being extremely comfortable) how comfortable are you with
technology: ▢ 1   ▢ 2   ▢ 3   ▢ 4 ☒ 5

Do you have any governmental experience? ☒ Yes ▢ No   If yes, please list: ___Indirectly -___

___worked doing grassroots lobbying for a California___
parents group. (in 2015)

Do you have any volunteer experience? ☒ Yes ☐ No   If yes please list: _____

Parent Volunteer - Three Rivers Charter School - classroom volunteer

Parent Volunteer - Caspar Creek Learning Comm. → organize field trips / write weekly newsletter

Parent Volunteer + Bd. Member - Mendocino Coast Sea Dragons

Have you received any honors or awards? ☐ Yes ☐ No   If yes please list: _____

Please list boards and committees that you serve on, or have served on, the date of service and your role/title (business, civic, community, fraternal, political, professional, recreational, religious, social).

Mendocino Coast Sea Dragons - Board Treasurer (community)
501(c)(3)   June 2017 - present

Riverside Life Services (community) - 2013 - 2016
501(c)(3)   Board Secretary

CONDITIONS OF APPOINTMENT

Instructions: The following questions indicate the minimum conditions that must be met in order to be considered for appointment. Please complete the following sections by indicating yes or no.

1. Will you be able to attend regularly scheduled board meetings?   ☒ Yes ☐ No
2. Do you agree to complete a minimum of six hours of board training and development?   ☒ Yes ☐ No
3. Will you be able to attend: workshops; trainings; special meetings; sub committee meetings?   ☒ Yes ☐ No
4. Do you agree to complete an annual conflict of interest disclosure (Form 700)?   ☒ Yes ☐ No

Why would you like to join the Board? _I'm invested in the success of Three Rivers because I have 2 children who attend. I work well in a collaborative environment and I think I'm very practical. I have a background in the legal field and I've homeschooled for 4 years. I also have a background in special education law. Ultimately, I want to see Three Rivers succeed and thrive. I'd like to assist in that effort._

RELATIONSHIP TO THREE RIVERS CHARTER SCHOOL

Instructions: Please complete the following section by indicating yes or no. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding questions.

1. Did or will you or your spouse/partner have any contractual agreements with Three Rivers Charter School (TRCS)? □ Yes ☒ No

2. Did or will you, your spouse/partner, or any member of your immediate family have any Ownership interest in any educational service provider or any other company contracting with TRCS.? □ Yes ☒ No

3. Did or will you or your spouse/partner lease or sell property to TRCS? □ Yes ☒ No

4. Did or will you or your spouse/partner sell any supplies, materials, equipment or or other personal property to TRCS? □ Yes ☒ No

5. Have you or your spouse/partner guaranteed any loans for TRCS or loaned it any money? □ Yes ☒ No

6. Are or will you, your spouse/partner or any member of your immediate family be employed by service providers or other contractors? □ Yes ☒ No

7. Did you or your spouse/partner provide any start-up funds to TRCS? □ Yes ☒ No

8. Does any other individual, board, group or corporation believe it has a right to control or have Input on votes you will cast as a member of the board? □ Yes ☒ No

9. Do you currently serve as a member of the board of any public school district or public school other than the board for which you are applying? □ Yes ☒ No

10. Do you currently serve as a public official? (If you are being re-nominated to the same public school Board and do not serve as a public official in any other capacity please select "No" as your response.) □ Yes ☒ No

11. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and TRCS., or which would make it difficult for you to discharge your duties or exercise judgment independently on behalf of TRCS?   □ Yes   ☒No

12. Did or do you or your spouse/partner, or any member of your immediate family, have ownership Interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would cause you to answer "yes" to questions 1-12?   □ Yes   ☒No

ETHICAL ISSUES

Instructions: Please complete the following section by indicating yes or no. If you answer "yes" to any of the following Questions, please provide an explanation on a separate sheet of paper.

CITATIONS

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association,   *See Attached.* ✱ disciplinary committee or other professional group?   ☒Yes   □ No

AGENCY PROCEEDINGS/CIVIL LITIGATION

Are you presently or have you ever been involved in administrative agency proceedings or civil litigation?   □ Yes   ☒No

Has any business involving you, your spouse/partner, close family members or close business associates been part of any administrative agency proceedings or civil litigation relevant to the board member position?   □ Yes   ☒No

Have you or your spouse/partner, or any member of your immediate family ever been Engaged in legal activity, or filed a complaint against a School District?   □ Yes   ☒No

CRIMINAL BACKGROUND DISCLOSURE

Three Rivers Charter School will perform a criminal records check from local, state and federal law enforcement agencies prior to your appointment. If the reports received from these agencies do not match your representations listed below, appointment to Three Rivers Charter School Board may be voided at the sole discretion of TRCS.

Instructions: *Complete this section by placing your initials in the space beside option 1,2 and or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.*

1. _____ *I have been convicted or pleaded either guilty or no contest to one or more*
   (Initial) crimes.

2. _____ *I am currently charged with one or more crimes.*
   (Initial)

3. ~~JK~~ *I have not been convicted or pleaded either guilty or no contest to any crimes,*
   (Initial) nor am I currently charged with one or more crimes.

4. ____ *I agree and am willing to complete the criminal record background check.*
   (Initial)

APPLICATION VERIFICATION

I recognize that all information submitted with this application or gathered by TRCS, as a result of this application, becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold TRCS, its directors, officers, employees and authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this application process.

I understand that TRCS. is under no obligation to appoint me or any nominee to a public school board. My signature below certifies that all information provided in this application is true and complete.

Jaime	4/24/18
Signature	Date

CONSENT FOR PERSONAL BACKGROUND CHECK

A criminal records check must be conducted as a condition for appointment as a TRCS Board member. This consent does not authorize, nor will it include a consumer credit check. Information requested on this page will be used to conduct a criminal records check and will not be used to determine qualifications as a proposed public school board member. This page will be removed prior to review of the information contained in the application.

Please print or type the following information:

Print or type your full name: __Jaime__ __Nichole__ __Ries__
                                           First   Middle   Last

Current Address: __29301 Simpson Ln.__
                                 Street Number

__Ft. Bragg__   __CA__   __95437__
     City   State   Zip

Former Address: __3513 April Shower Dr.__
                              Street Number

__Riverside__   __CA__   __92503__
     City   State   Zip

Date of Birth: __6__ / __18__ / __1978__ Gender: ☐ Male ☒ Female
             Month   Day   Year

By signing this document I acknowledge receipt of this disclosure and authorize Three Rivers Charter School to obtain a copy of my criminal records report.

I consent to the release of information concerning my criminal record, subject to any restrictions that I have included, to Three Rivers Charter School. I specifically authorize TRCS to conduct a criminal records check on me with the applicable local, state and federal law enforcement agencies. I will hold TRCS., its directors, officers, employees and authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this criminal records check consent process.

By my signature, I assert and certify that the information provided is, to the best of my knowledge, true and complete.

__Jaime N. R.__   __4/24/18__
Signature   Date

✳ Attachment

I hate to give this completely bogus State Bar complaint validity by even talking about it, but here's a summary. In 2006, my husband, Micah Ries, and his business partner, Randy Frigaard, formed a corporation for their chiropractic practice. At the time, I was an associate attorney at the law firm Gresham Savage, working in the litigation practice group. Another attorney at my firm, a corporate specialist, helped Micah and Randy set up the corporation and file the appropriate paperwork with the State of California.

In 2013, Micah and Randy had a business dispute and despite attempts to resolve it, Micah filed a civil complaint against Randy for dissolution of the corporation. (I was not a party to the lawsuit—it was a business dispute). At this point, I had left Gresham Savage and was no longer practicing law—I was a full-time stay-at-home wife and mom. Micah hired one of my former co-workers, a litigation attorney, from Gresham Savage to represent him in the lawsuit against Randy.

Randy hired an extremely shady attorney to represent him in the lawsuit, an attorney who had previously had his law license revoked for committing fraud, but was able to regain it five years later by claiming he found Jesus (literally) and changed his evil ways. Through this incredibly unethical attorney, Randy filed a complaint with the California State Bar against myself and two other attorneys at Gresham Savage—the one who helped set up the corporation and the one who represented Micah in the civil lawsuit. His claim against all three of us was that we had an ongoing attorney-client relationship with Randy and that by later representing Micah we had violated the rules of professional responsibility (representing adverse parties).

It was a completely bogus bar complaint with absolutely no merit. Once the formation of a corporation is complete, the attorney-client relationship is not ongoing unless an additional, more extensive retainer agreement is executed. What's more, the attorney who set up the corporation had no involvement in the litigation, and the attorney who worked on the litigation had no involvement in setting up the corporation. And I had NO INVOLVEMENT in any of it. I was simply the wife of a litigant, and former associate at the firm. Needless to the say, all three complaints, including the one against me, were dismissed after a cursory investigation by the State Bar.

I have no doubt that the bar complaints were filed for no other reason than to harass Micah and his attorneys, and to force Gresham Savage to pay a few thousand dollars to retain an ethics attorney to write a response letter to the State Bar. In summary, the complaint had no merit and a simple search on the State Bar website would confirm that it was dismissed with no action taken against me or my colleagues.

Cover Sheet

Adopt Board Meeting Minutes

Section: VII. Additional Action Items
Item: A. Adopt Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on April 24, 2018

Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time
Tuesday April 24, 2018 at 5:30 PM

Location
TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437

Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

Directors Present
I. Saldana, J. Parsons, J. Stickels, J. Tippett, N. Chaves, S. Schneider

Directors Absent
J. Tyler

Directors Arrived Late
S. Schneider

Directors Left Early

I. Saldana

Guests Present

Becky Walker, Jaime Ries, Kathy Kasperson, Katie Leonhardt, Kim Morgan, Lloyd Cross - Auditor, Natalie Shoptaw, R. Coy, Sam Walz

---

I. Opening Items

A. Call the Meeting to Order

J. Stickels called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Apr 24, 2018 @ 5:36 PM at TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437.

B. Record Attendance and Guests

C. Changes to the Agenda?

II. Community Comment

A. Community Comment

No comment made at this time.

III. Reports

A. Student Rep Report

Katie reports to us some student progress on students in the high school class.

B. Teacher Reports

C. Director's Report

Thursday (4-26) will be the lottery drawing for our school.
Friday (4-27) will be our annual spelling bee.
La Familia event was a great success. Thank you to all the volunteers and teachers!
S. Schneider arrived late.
May 22nd final PTN meeting.

D. Financial Report

No report given. Add on number if needed.

IV. Discussion and Action Items

A. Meet the Auditor

Met Lloyd Cross our auditor.

B. Textbook Adoption

Teachers presented their choices for aligned textbooks. ELA: Gr 1-6 Wit & Wisdom, Gr. 7-8 My Perspectives. Math: Gr 1-5 Bridges to Mathematics, Gr. 6-8 Illustrative Mathematics.

C. Approve the Adoption of the Textbooks

J. Tippett made a motion to approve the adoption of the textbooks.
S. Schneider seconded the motion.
The board **VOTED** to approve the motion.

D. Resolve to Use EPA (Education Protection Account) funds

I. Saldana left early.
N. Chaves made a motion to accept the funds as dispersed.
J. Tippett seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Reporting Out

A. Items to Report Out

Nothing to report out. No actions taken.

VI. Additional Action Items

A. Adopt Board Meeting Minutes

J. Parsons made a motion to approve minutes from the Regular Board Meeting on 02-27-18.
J. Tippett seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Adopt Board Minutes

S. Schneider made a motion to approve minutes from the Regular Board Meeting on 03-20-18.
N. Chaves seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Adopt Board Minutes

S. Schneider made a motion to approve minutes from the Special Board Meeting on 03-27-18.
J. Tippett seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:28 PM.

Respectfully Submitted,
I. Saldana

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. Adobe Reader) in order to access these files.

OCDE SUMS RFA Cohort 2_Form D_E-Budg_Summ_Narr.xlsx