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
Banta Elementary School District	William Huyett Interim Superintendent	whuyett@sjcoe.net 209-229-4651

2017-20 Plan Summary

The Story

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

Banta Elementary School District has an interim superintendent, William Huyett, through June 29, 2018. After June 29, 2018 any questions regarding our LCAP can be directed to the Banta Elementary School District Office at 209-229-4651.

The Banta Elementary School District serves a diverse group of students. Our mission statement is one that all staff members take to heart each and every day: "With integrity and compassion, Banta Elementary School District promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world." Our student population is 36% English Learner (EL) and 75% are classified as Socio-Economically Disadvantage, our LCFF Unduplicated count is 75.13%. Our student population is made up of several ethnicities with the majority of our students 67.85% identifying as Hispanic Latino, 24.25% White, .27% Asian and 1.9% African American and 5.72% other/multiple. We serve approximately 373 students in Transitional Kindergarten through 8th grade at one quality school. The district also authorizes one charter school that is required to create their own LCAP.

LCAP Highlights

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

Through analysis of our state and local data and input from stakeholders, three goals have been identified for focus within the next two years.

GOAL 1 State Priorities 1,2,4,5,7,8
Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals.
13 Actions/Services
GOAL 2 State Priority 6
Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn.
5 Actions/Services
GOAL 3 State Priority 3
Banta Elementary School District parents will actively participate in their child's education.
2 Actions/Services

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

Based on results shown on the California Dashboard the District's English Learner Progress was yellow and increased significantly, +16.7%, Academic indicators in Math show that Reclassified English Learners increased significantly, +31.1 points, both as a result of the English Language Development program with increased services, including the Imagine Learning Intervention Program.

Suspension rates for the District's English Learners was green and decreased significantly, -3.8% as a result of increased communication efforts with English Learner parents. The District continues to monitor student behavior and will continue to offer the "Character Counts" program (2.2) for all students. Students also continue to have access to onsite counseling services (2.3) and behavior groups.

The District has invested significant resources into the implementation of technology rich classrooms.The district has implemented 1:1 student devices, which has afforded the district to provide additional ELA/Math intervention software Study Island (1.3) and to support state standard technology integration. Local data confirms the district has increased enrichment opportunities, including an Art Program - Artist in Residence, Performing Arts Program and a Science Program.

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

Based on the California School Dashboard the district was "orange" for the English Language Arts and Mathematics Academic Indicators. All student groups declined in ELA from the prior year data and and in Math most student groups declined, English Learners maintained but increased 1.1 points, Socioeconomically Disadvantaged maintained but declined -1.5 points. ELA and Math performance on the CAASPP confirm a need for targeted support and intervention programs to meet the instructional needs of our students. The district has identified key actions and services that are specifically designed to address students academic needs:
Action/Service 1.2 - Continue to provide every pupil with sufficient access to standards aligned instruction and materials, implement state adopted curriculum, student access to technology, maintain 1:1 student devices
Action/Service 1.3 - Continue to improve student ELA and Math levels.
Action/Service 1.5 - English Learner Program with increased monitoring and services
Action/Service 1.7 - Increase Attendance rates

Based on the California School Dashboard the district was "orange" for the Suspension Rate Indicator for all Students.
Action/Service 2.2 - Anti-Bulling Program
Action/Service 2.3 - Counseling services delivered as needed to students at risk.
Administration has been using Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Next year all staff will implement restorative justice circles.

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

Review of the LCFF Evaluation Rubrics shows no student groups being two or more levels below the "All Student" performance. We have identified student groups in "Greatest Needs" section that may benefit from additional supports.

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

Based on staff and stakeholder feedback we are implementing the following LCAP Action/Services to improve services for the low income, English learner and foster youth.

Action/Service 1.4 - Provide high quality fresh breakfast, lunch, and daily snacks to ensure students are ready for school success.

Action/Service 1.5 - Implementation of an English Learner Development Master Plan with increased monitoring and services

- Bilingual Coordinator, Imagine Learning ELD program, added budgets for technology, materials and supplies specific to ELD, Professional Development focused on ELD and ELD standards, Additional ELD aides, ELD tutoring

Action/Service 1.13 - Transportation - transportation for students to access educational services

Action/Service 3.2 - Provide translators and translated materials for school to family communications

While our foster youth students do not meet the threshold of a significant student group, we will always endeavor to provide them the support that they need to be successful.

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	$4,928,148
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$3,752,620.00

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

General Fund expenditures funded with Lottery, Mandated Cost, State and local Restricted programs, Routine Repair and Maintenance and Special Education programs are not included in the LCAP. The District contributes approximately 12% of its revenue to Special Education and approximately 3% to the Routine Repair and Maintenance Program.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,566,074

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

Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals.

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 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
17-18 State Priority 1: Basic Services A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report/district credential audits B. 100% of students will have sufficient access to the standards-aligned instructional materials, verified by the Williams Report C. 100% of school facilities will be maintained in good repair, verified by the Williams Report/FIT Report.	A. 2016-2017 94%, 2017-2018 88% of teachers were appropriately assigned and fully credentialed in the subject areas, and, for the pupils they were teaching, verified by the Williams Report and credential audits. B. 2016-2017, 2017-2018 100% of pupils had sufficient access to standard-aligned instructional materials, verified by the Williams report. C. 2016-2017, 2017-2018 100% of school facilities were in good repair, verified by the Williams Report/Facilities Inspection Report (FIT) report.

Expected	Actual
17-18 State Priority 2: Implementation of State Standards A. 100% of students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. BESD will provide these programs and services yearly, verified by ELD Master Plan, Imagine Learning rosters and achievement reports.	A. 2016-2017, 2017-2018 100% of students had access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers were trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. 2016-2017, 2017-2018 All English Learner students were provided with instruction that is aligned to CCSS and English Language Development (ELD) standards. EL students continued to use Imagine Learning program 30 minutes daily, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency. 2016-2017 74%, 2017-2018 77% of EL students were enrolled in Imagine Learning and were making progress with their English proficiency, verified by ELD Master Plan, Imagine Learning rosters and achievement reports.
17-18 State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replace with the California School Dashboard. C. Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. 5% more English learners will be reclassified, verified by the ELD Language Skills Appraisal. F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.	A. 2017 Smarter Balanced Summative Assessment Results indicate: English Language Arts: Percentage of students that met standard: All students = 20% (decline 3%); Economically Disadvantage=15% (decline 2%); English Learner = 9% (no change); Students with Disabilities = 0%(no change) Math: Percentage of students that met standard: All students = 14% (decline 1%); Economically Disadvantage=12%(increase 3%) ; English Learner = 9% (increase 3%); Students with Disabilities = 0%(no change) B. API has been suspended. The California Dashboard results for 2017 English Language Arts indicator shows 46.3 points below level 3 for all students and 2017 Math indicator shows 78 points below level 3 for all students. C. Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Fall 2017 California Dashboard English Learner Progress Indicator is Yellow (Low 66.7%; but increased significantly +16.7%) Was Orange (62%) Spring 2017. E. 2016-2017 1.7% of English Learners were reclassified using the ELD Language Skills Appraisal.(declined from 2015-2016 7.7%) F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.

Expected	Actual
17-18 State Priority 5: Pupil Engagement A. Attendance rates will grow yearly by 1 %, verified by CALPADS reports. B. Decrease chronic absenteeism rates, verified by CALPADS reports. C. Maintain a 0% middle school dropout rate, verified by CALPADS reports. D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.	A. 2016-2017 Attendance Rate 95%, increase of 1% from 2015-2016. State target: 90%, verified by SIS Attendance date B. 2016-2017 Chronic absenteeism rate for all students 11.3% (2015-2016 Chronic absenteeism data was reported incorrectly). Economically Disadvantage= 13.7%, English learner = 7.7%, Students with Disabilities =14.6%, verified by CALPADS C. 2016-2017 0% middle school dropout rate, verified by CALPADS D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.
17-18 State Priority 7: Course Access A. All students will have access to and will be enrolled in a broad course of study, including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. BESD will continue to offer all students a board course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A. unduplicated students will receive additional programs and services through pull-out programs, using District approved supplemental programs such as; ELD Imagine Learning and Read180 as well as Teacher Aides to provide support in the classrooms. BESD will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority 7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. BESD will continue to offer these programs and services, verified by class lists and SEIS data.	A. 2016-2017 100%, 2017-2018 100% of students had access to a broad course of study, verified by master schedules and class rosters. B. 2016-2017, 2017-2018 Additionally, unduplicated students received additional programs and services through pull-out programs such as; ELD Imagine Learning, and Read 180, and additional teacher aides to provide support in the classrooms, verified by program rosters, classroom aides schedules. C. 2016-2017, 2017-2018 Additionally, all students with exceptional needs received additional programs and services through onsite Resource support class and/or Speech and Language, as outlined in student's IEP, verified by class lists and SEIS data.
Metric/Indicator	2016-2017, 2017-2018 All 4th-8th grade students were enrolled in the Science enrichment program, verified by class rosters and projects.

	Expected	Actual

17-18
State Priority 8: Other Pupil Outcomes

All 4th - 8th grade students will be enrolled in Science enrichment program, verified by class rosters.

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
1-1 Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.	1-1 Base educational program provided and included associated materials and contracted services. Managed budget in an effort to maintain a competitive salary schedule with collective bargaining agreements to retain highly qualified teachers. 88% of teachers had appropriate subject matter authorization and required certification.	1000-1999: Certificated Personnel Salaries LCFF $2,640,149 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo	1000-1999: Certificated Personnel Salaries LCFF $2,767,712 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay 7000-7439: Other Outgo

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement state adopted math curriculum and ELA/ELD curriculum. Continue to research upcoming instructional material adoptions. All teachers will be supported to transition and to fully implement state adopted instruction materials. A. Implement state adopted curriculum Technology upgrades to support curriculum technology integration. B. Technology Upgrades/Devices C. Hapara - Learning Management Software	1-2 Provided every pupil sufficient access to standards aligned instruction and materials. A. Continued to implement state adopted Math and English Language Arts curriculum. All teachers were supported to fully implement CCSS. B. Technology - Student Chromebooks and misc. technology hardware and supplies were purchased for technology integration. C. Continued to use Hapara Learning Management software (integrated with Google Apps for Education) in grades 4-8.	A. No Additional Cost 4000-4999: Books And Supplies Lottery 0 B. 4000-4999: Books And Supplies LCFF $91,765 C. 5000-5999: Services And Other Operating Expenditures LCFF $1,454	A. 4000-4999: Books And Supplies Lottery 0 B. 4000-4999: Books And Supplies LCFF $87,047 B. 5000-5999: Services And Other Operating Expenditures LCFF $4,718 C. 5000-5999: Services And Other Operating Expenditures LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-3 All students including subgroups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards. A. Continue Renaissance Learning Accelerated Reader and STAR 360 assessment software. B. Continue Math online intervention software C. Continue Online Video Service - CCC Media Streaming (New Dimension Media)	1-3 All student and student groups did not meet designated target on ELA and Math CAASPP. A. Renaissance Learning Accelerated Reader and STAR 360 assessment software for reading and math. Purchased AR supplies and incentives. B. Math online intervention software to help improve students math levels. C. Student and teacher access to CCC Media Streaming (online video service). All videos aligned to state and Next Generation Science standards.	A. 5000-5999: Services And Other Operating Expenditures LCFF $8,225 A. 4000-4999: Books And Supplies LCFF $400 B. 5000-5999: Services And Other Operating Expenditures LCFF $503 C. 5000-5999: Services And Other Operating Expenditures LCFF $995	A. 5000-5999: Services And Other Operating Expenditures LCFF $8,255 A. 4000-4999: Books And Supplies LCFF $400 B. 5000-5999: Services And Other Operating Expenditures LCFF $270 C. 5000-5999: Services And Other Operating Expenditures LCFF $995

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	1-4 Continued to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they were ready for school success. In addition students were provide a nutritious snacks during test testing.	7000-7439: Other Outgo LCFF $53,901	7000-7439: Other Outgo LCFF $17,960

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring	1-5 Maintained EL Program (Master Plan) for English Learners with increased monitoring and services. A. Continued Bilingual Coordinator position B. EL students continued to use Imagine Learning software. C. Additional Chromebooks, iPads, technology supplies and instructional materials were purchased for ELD program. D. Provided GLAD training to all teachers E. Maintained bilingual aide positions F. Provided ELD tutoring	A. 2000-2999: Classified Personnel Salaries LCFF $26,011 A. 3000-3999: Employee Benefits LCFF B. 5000-5999: Services And Other Operating Expenditures LCFF $16,000 C. 4000-4999: Books And Supplies LCFF $32,838 D. 5000-5999: Services And Other Operating Expenditures LCFF $20,700 E. 2000-2999: Classified Personnel Salaries LCFF $73,174 E. 3000-3999: Employee Benefits LCFF	A. 2000-2999: Classified Personnel Salaries LCFF $25,090 A. 3000-3999: Employee Benefits LCFF B. 5000-5999: Services And Other Operating Expenditures LCFF $15,000 C. 4000-4999: Books And Supplies LCFF $25,039 D. 5000-5999: Services And Other Operating Expenditures LCFF $8,850 E. 2000-2999: Classified Personnel Salaries LCFF $73,071 E. 3000-3999: Employee Benefits LCFF

		E. 2000-2999: Classified Personnel Salaries Other $6,420	E. 2000-2999: Classified Personnel Salaries Other $6,799
		E. 3000-3999: Employee Benefits Other	E. 3000-3999: Employee Benefits Other
		F. 1000-1999: Certificated Personnel Salaries LCFF $8,249	F 1000-1999: Certificated Personnel Salaries LCFF $2,946
		F. 3000-3999: Employee Benefits LCFF	F. 3000-3999: Employee Benefits LCFF
		F. 2000-2999: Classified Personnel Salaries LCFF $751	F. 2000-2999: Classified Personnel Salaries LCFF 0
		F. 3000-3999: Employee Benefits LCFF	F. 3000-3999: Employee Benefits LCFF 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	1-6 Maintained personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Staff attended Professional Development on standard aligned instructional strategies, assessment items, and technology integration.	5000-5999: Services And Other Operating Expenditures LCFF $5,611 4000-4999: Books And Supplies LCFF $225	5000-5999: Services And Other Operating Expenditures LCFF $520 4000-4999: Books And Supplies LCFF $1,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives	1-7 Maintained attendance rate A. Continued Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with	A. 2000-2999: Classified Personnel Salaries LCFF $1,368 A. 3000-3999: Employee Benefits LCFF	A. 2000-2999: Classified Personnel Salaries LCFF $1,320 A. 3000-3999: Employee Benefits LCFF

	attendance issues. Identified students who exhibited chronic absenteeism and lack of engagement. Evaluated reasons for absenteeism and implemented attendance action plan. B. Students received the supports and incentives needed to maintain good attendance.	B. 4000-4999: Books And Supplies LCFF $500	B. 4000-4999: Books And Supplies LCFF $467

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Gizmos Online Software and Star Lab H. TOPS Scientist I. Science Camp	1-8 Enrichment Programs A. Continued Artist in Residence program B. Purchased materials for the Performing Arts program C. Investigated and participated in other areas for enrichment opportunities, including county academic events. Purchased incentives and awards for enrichment programs. D. Continued Science teacher position E. Science Teacher attended Science professional development F. Science materials were purchased G. Continued using Gizmos software and Star Lab for Science Night H. Continued Tops Scientist program I. All 5th and 6th grade students attended Science Camp	A. 5000-5999: Services And Other Operating Expenditures LCFF $6,144 A. 4000-4999: Books And Supplies LCFF $1,000 B. 4000-4999: Books And Supplies LCFF $400 C. 4000-4999: Books And Supplies LCFF $1,500 D. 1000-1999: Certificated Personnel Salaries LCFF $66,219 D. 3000-3999: Employee Benefits LCFF E. 5000-5999: Services And Other Operating Expenditures LCFF $225 F. 4000-4999: Books And Supplies LCFF $8,085	A. 5000-5999: Services And Other Operating Expenditures LCFF $6,144 A. 4000-4999: Books And Supplies LCFF $826 B. 4000-4999: Books And Supplies LCFF $435 C. 4000-4999: Books And Supplies LCFF $684 D. 1000-1999: Certificated Personnel Salaries LCFF $70,041 D. 3000-3999: Employee Benefits LCFF E. 5000-5999: Services And Other Operating Expenditures LCFF $325 F. 4000-4999: Books And Supplies LCFF $14,785

		G. 5000-5999: Services And Other Operating Expenditures LCFF $875	G. 5000-5999: Services And Other Operating Expenditures LCFF $950
		H. 5000-5999: Services And Other Operating Expenditures LCFF $1,400	H. 5000-5999: Services And Other Operating Expenditures LCFF $1,400
		I. 5000-5999: Services And Other Operating Expenditures LCFF $20,000	I. 5000-5999: Services And Other Operating Expenditures LCFF $17,875

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-9 Special Education Reading Reinforcement Program Read 180	1-9 Continued Read 180 program for Special Education students	5000-5999: Services And Other Operating Expenditures Other $1,800	5000-5999: Services And Other Operating Expenditures Other $1,800

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-10 Maintain additional 4 hour Instructional Aide Position	1-10 Maintained 4 hour Instructional Aide Position	2000-2999: Classified Personnel Salaries LCFF $12,618	2000-2999: Classified Personnel Salaries LCFF $13,151
		3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-11 Additional teacher to maintain class size ratio to improve student performance and enhance learning.	1-11 Maintained additional teacher to maintain class size ratio	1000-1999: Certificated Personnel Salaries LCFF $71,359	1000-1999: Certificated Personnel Salaries LCFF $85,457
		3000-3999: Employee Benefits LCFF	3000-3999: Employee Benefits LCFF

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.

All actions/services for this goal were implemented as planned to develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. There were no relevant challenges with the implementation process of the action/services. The school attendance clerk has been very successful for a decrease in truancies, and an increase in overall attendance. The technology program has been successful with the addition of technology devices for student use. Students are able to integrate classroom instruction with online practice modules, educational games and other forms of digital media to help them become active problem solvers and critical thinkers. The English Learner Development program Imagine Learning has been successful with progressing EL students with English proficiency.

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

The actions/services of this goal were effective and will continue to be implemented in the next cycle of the plan. Our English Learner program, including additional designated EL aides, will be an ongoing focus to best progress our English Learner students with English proficiency and academic success. Student test scores (all student groups) will also be an ongoing focus, progress is being made, but further intervention is needed to make sure all students meet or exceed standards in both English Language Arts and Math. With the addition of additional technology devices to support the district adopted curriculum students are able to integrate classroom instruction with online practice modules, educational games and other forms of digital media to help students become active problem solvers and critical thinkers, support their individual learning needs, and provide constant feedback on their achievement. Furthermore, students utilize their GAFE (Google Apps for Education) resources to take ownership of their own learning. The ratio of student technology devices is 1:1 in grades K-8. The attendance clerk is directly responsible for a decrease in truancies, and an increase in overall attendance. Three years ago, daily tardies exceeded 50 per day Now after utilizing our attendance clerk, daily tardies rarely exceed 5. Truancies have been reduced, SARB letters are sent out in a routine manner, and parents are followed up with in a timely manner. Having a science teacher has allowed us to bring the Next Generation Science standards to all of our middle school students. The self-contained science room, with a designated science teacher, has allowed the teacher to do more in depth and long term science projects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Banta Elementary School District has included material differences of $5,000 or more and any budgeted expenditure that was not expended for any reason.
Action/Service 1.1 - Exceeded estimated expenditures due primarily to salary settlements.
Action/Service 1.4 - Provide meals to low income students - expenditures lower than expected due to contract estimate being overstated.
Action/Service 1.2 B - Hapara expenditures were 0 due to 2016-2017 renewal being a two year contract. Will renew contract again 2018-2019 for two years.

Action/Service 1.5 C - ELD Technology and instruction materials - expenditures lower than expected due to additional technology devices not being needed.
Action/Service 1.5 D - ELD Professional Development - expenditures lower than expected due to cost estimates included $1,000 per teacher for classroom time but due to a lack of substitutes teachers, classroom teachers were unable to do this part of the GLAD training.
Action/Service 1.5 F - ELD Tutoring - expenditures lower than expected due to having only one certificated teacher available for tutoring.
Action/Service 1.6 - Staff Professional Development - expenditures lower than expected due to staff being unable to attend planned annual Technology Conference.
Action/Service 1.8 F - Science materials and technology - exceeded estimated expenditures due to additional science materials being needed.
Action/Service 1.11 - Additional teacher to maintain class size reduction - exceeded estimated expenditures due to teacher filling vacancy salary being higher than estimate.
Action/Service 2.1 C - Additional restroom maintenance - 0 expenditures due to restrooms being in good repair and additional maintenance was no longer needed.

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.

After review of stakeholder input and analysis of data the following changes will be made 2018-2019

Action/Services
- After review of 2017 CAASPP scores stakeholders determined that additional reinforcement programs for English Language Arts and Math are needed, Action/Service 1.3 B will be adding Study Island (Math, ELA, Science) reinforcement software 2018-2019.
- Technology Support position, with the increase in student technology use a Technology Support position will be added to the 2018-2019 LCAP, Action/Service 1.2 D.
- Library Services, library access for all student groups to support student research, learning and achievement, will be added to the 2018-19 LCAP, Action/Service 1.12
- Transportation Services, provide transportation service to students to access educational services, will be added to the 2018-2019 LCAP, Action/Service 1.13

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

Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
17-18 State Priority 6: School Climate A. Suspension rates will decrease yearly by 1% for all students and subgroups of students, verified by CALPADS reports B. Maintain a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster	Priority 6: School Climate A. Suspension rates for all students and subgroups, verified by CALPADS 2016-2017 data: All students = 4% (no change) Economically Disadvantage=5% (no change) English Learner = 1% (decline 4%) Students with Disability = 6% (increase 5%) B. 2016-2017 0% (no change) expulsion rate for all students and subgroups, verified by CALPADS rpeorts C. School safety and school connectedness: Students/Parents/Staff who took the 2017-2018 LCAP survey indicates: • All 5-8 Grade Students: Feel safe at school: 80% (decline 7%) of students feel safe at school; 20% (decline 7%) of students do not feel safe at school Bullying problem at school: 64 % of students have never been bullied; 35.16% sometimes bullied; .084% always bullied

Expected	Actual
	2016-2017 data indicated: Bullying problem at school: 36% agree, 64% disagree

Clean facilities in good repair: 77% agree; 23% disagree

2016-2017 data indicated: 18% very clean, 31% moderately clean, 36% slightly clean, 15% not at all clean

- Parent:

My child is safe at school: 83% (decline 15%) agree

Clean facilities in good repair: 77 % (decline 13%) agree

Positive overall school climate: 96% (no change) agree

- Staff:

How safe do you feel teaching? 25% (decline 44%) very safe, 75% (decline 44%) somewhat safe

Clean facilities: 12.5% (decline 37.5%) very clean, 75% (increase 25%) moderately clean, 12.5% (new data) not at all clean

Student behavior limits my ability to teach effectively: 50% (increase 4%) strongly agree, 25% (increase 2%) agree, 12.5% (decline 24,5%) disagree, 12.5% (new data) don't know

2016-2017 California Healthy Kids survey indicates:
- 20% (decline 4%) of 7th grade students experienced harassment or bullying
- 11% ((decline 7%) of 7th grade students have experienced cyber-bullying

2017-2018 California Healthy Kids survey indicates:
- 18% (decline 2%) of 7th grade students experienced harassment or bullying
- 9% (decline 2%) of 7th grade students have experienced cyber-bullying

2017-2018 student counseling rosters indicates: |

Expected	Actual
	• 20 students are receiving counseling services (decline 3 students)

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
2-1 Maintain School Facilities - repairs, upgrades, modernization, cleanliness A. Energy Efficient Upgrades B. Maintain 6 hour Custodial Aide C. Facility Restroom Maintenance D. Facilities Painting	2-1 Maintained School Facilities A. Energy Efficient Upgrades - not expended due to not receiving approval early enough for funding B. 6 hour Custodial Aide was not needed starting 08/09/2017 C. Additional Restroom Maintenance was not needed 2017/2018 D. Facilities painting was not needed 2017/2018	A. 5000-5999: Services And Other Operating Expenditures Other $50,000	A. 5000-5999: Services And Other Operating Expenditures Other 0
		B. 2000-2999: Classified Personnel Salaries LCFF $32,580	B. 2000-2999: Classified Personnel Salaries LCFF $3,370
		B. 3000-3999: Employee Benefits LCFF	B. 3000-3999: Employee Benefits
		C. 4000-4999: Books And Supplies LCFF $1,000	C. 4000-4999: Books And Supplies LCFF 0
		D. 2000-2999: Classified Personnel Salaries LCFF $4,375	D. 2000-2999: Classified Personnel Salaries LCFF 0
		D. 3000-3999: Employee Benefits LCFF 0.00	D. 3000-3999: Employee Benefits
		D. 4000-4999: Books And Supplies LCFF $1,000.00	D. 4000-4999: Books And Supplies LCFF 0
		D. 5000-5999: Services And Other Operating Expenditures LCFF $1,000.00	D. 5000-5999: Services And Other Operating Expenditures LCFF 0

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2-2 Anti-Bullying Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying	2-2 Continued Anti-Bullying Program A. Continued Character Counts program B. Held student assemblies on bullying	A. 4000-4999: Books And Supplies LCFF $500 B. 5000-5999: Services And Other Operating Expenditures LCFF $1,050	A. 4000-4999: Books And Supplies LCFF $440 B. 5000-5999: Services And Other Operating Expenditures LCFF $1,020

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2-3 Counseling services delivered as needed to students at risk	2-3 Counseling services were provided to all identified students. Students were also referred to off-site counselors for more intensive therapy.	5000-5999: Services And Other Operating Expenditures LCFF $11,500	5000-5999: Services And Other Operating Expenditures LCFF $11,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2-4 Nursing Services A. Nurse B. Materials and Supplies C. Health Professional Development	2-4 Continued Nursing Services A. Maintained school nurse position B. Purchased nursing materials and supplies C. Health Professional Development was not needed	A. 5000-5999: Services And Other Operating Expenditures LCFF $51,000 B. 4000-4999: Books And Supplies LCFF $1,200 C. 5000-5999: Services And Other Operating Expenditures LCFF $500	A. 5000-5999: Services And Other Operating Expenditures LCFF $57,600 B. 4000-4999: Books And Supplies LCFF $1,200 B. 5000-5999: Services And Other Operating Expenditures LCFF $150 C. 5000-5999: Services And Other Operating Expenditures LCFF 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2-5 Health Education	2-5 Provided Health Education	4000-4999: Books And Supplies LCFF $2,100	4000-4999: Books And Supplies LCFF $534

	Purchased Signs of Suicide Middle School Curriculum, provided Health Assembly to students, provided support and materials for state Physical Education testing.	5000-5999: Services And Other Operating Expenditures LCFF $700	5000-5999: Services And Other Operating Expenditures LCFF $1,355

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.

All actions/services for this goal were implemented as planned to provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn.   The school nursing program continues to be very successful, the nurse is overseeing all student ailments, and is communicating with parents. Our school nurse has created health plans for all of our critical children, as well as children who have medically controlled conditions, and those that might not receive medical care due to economic hardship. The Character Counts program continues to be successful in reducing incidences of bullying. There were no challenges in implementing this goal.

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

The actions/services of this goal were effective and will continue to be implemented in the next cycle of the plan. The Character Counts program has reduced our incidences of bullying, has given us a common language, and has given us a curriculum that all of our students can access. Character Counts permeates our handbooks, our school calendars, our morning announcements, the walls of our cafeteria, and all that we do. Having a school nurse has given our students a single access point for medical care. One person is now overseeing all of their ailments, and is communicating with parents. Our school nurse has created health plans for all of our critical children, as well as children who have medically controlled conditions, and those that might not receive medical care due to economic hardship. We have a health professional in attendance now at all 504, IEP and SST meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Banta Elementary School District has included material differences of $5,000 or more and any budgeted expenditure that was not expended for any reason.
Action/Service 1.A Energy Efficient Upgrades - not expended due to not receiving approval early enough for funding
Action/Service 2.1.B. 6 Hour Custodial Aide - actual expenditures less then budgeted, it was determined that the position was not needed starting 08/09/2017 due to realignment of staff assignments.
Action/Service 2.1 D. Facilities Painting- actual expenditures were zero, it was determined that additional facilities painting was not needed 2017-2018.
Action/Service 2.4 C. Health Professional - actual expenditures were zero, Health PD was not needed 2017-2018.

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.

After review by stakeholders it was determined that Action/Service 2.1 will be discontinued 2018/2019 and out years due to:
Action/service 2.1 A. Energy Efficient Upgrades - Source of funding discontinued
Action/service 2.1 B. 6 hour Custodial Aide - Position no longer needed due to realignment of staff assignments.
Action/service 2.1 C. Facility Restroom Maintenance - Restrooms are in good repair and additional maintenance is no longer needed

After review by stakeholders the following changes will be made:
Action/Services:
Action/service 2.5 Health Education - It was determined that a Physical Education program be implemented to support health and fitness. Program will be added 2018-2019
Action/service 2.2.C Added Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Implement restorative justice circles.

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

Banta Elementary School District parents will actively participate in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected

17-18
Annual Update Goal 3:

State Priority 3: Parent Involvement

A. Increase parent participation, verified by participation sign in sheets, SIS Parent Portal Enrollment, school calendar

Parents of Banta Elementary School District students are given opportunities and encouraged to participate in:
- Parent/Teacher conferences
- Back-to-School Night
- Open House
- Parent Faculty Association (PFA) including Banta Hay Day -
- School Site Council
- District Parent/Community LCAP Meetings
- Classroom helpers
- A number of other community and school based events
- Parents are encouraged to use the District Parent Portal

BESD will continue to expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters.

B. In addition to the involvement opportunities listed in Priority 3 A and C:
- Parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights, verified by sign in sheets
- Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar.
- Increase parent involvement for parents of unduplicated students, as verified by participation sign in sheets.
- A translator will be made available at all parent outreach meetings.

C. In addition to the involvement opportunities listed in Priority 3 A and B:
- Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process.
- Maintain parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings

Actual

State Priority 3: Parent Involvement

A. Parents were provided with many opportunities to participate in their child's education. We encouraged parents to help in all of our classrooms, attend Parent/Teacher conferences, Back-to-School Night, Open House, Parent Faculty Association (PFA) including Banta Hay Day, School Site Council, Parent/Community LCAP Meetings, and a number of other community and school based events, verified by school calendar, sign in sheets, Parent Portal enrollment. Continued to expand approaches to communication with parents, including thedistrict/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.

2016-2017 data indicates:
- Less than 3% of parents attended all LCAP Meetings
- 45% of parents access the SIS Parent Portal
- 96% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House
- Less than 10% of parents attended monthly PFA meetings, 90% of parents participated in Banta Hay Day events
- 85% average parent participation in all other community and school based events

Parent participation is increasing in some areas, verified by participation sign in sheets.

B. Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. In addition to the

involvement opportunities listed in Priority 3 A and C Participation of parents of English Learner and unduplicated students in school activities continues to increase due to outreach to these subgroups with parent involvement and fundraising. A translator was available at all parent outreach meetings.

2016-2017data indicates:
- Less than 3% of parents attended all LCAP Meetings
- 45% of parents access the SIS Parent Portal
- 96% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House
- Less than 10% of parents attended monthly PFA meetings, 90% of parents participated in Banta Hay Day events

Expected	Actual
	• 85% average parent participation in all other community and school based events Parent participation is increasing in some areas, verified by participation sign in sheets. C. 2016-2017 In addition to the involvement opportunities listed in Priority 3 A and B, parents of students with exceptional needs were encouraged to participate in the Student Study Team, an the 504 and IEP process. • 100% of parents of student's with exceptional needs participated in Student Study Team, 504, and IEP process, verified by IEP, SST, 504 parent meetings.

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
3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences	3-1 Provided parents with many opportunities to participate in district/site activities to increase their skills as partners in education. Provided parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences. Continued and expanded approaches to communication with parents, including the district/school website, Alert Solutions messaging	2000-2999: Classified Personnel Salaries LCFF $376 3000-3999: Employee Benefits LCFF 4000-4999: Books And Supplies LCFF $700	2000-2999: Classified Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 4000-4999: Books And Supplies LCFF $700

Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.learning. Explore other opportunities for parents to become more involved in their child's education.	service, School Newsletters, PowerSchool Parent Portal.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.	3-2 Provided translators for school-family communications to encourage English Learner parents to participate in their student's education.	2000-2999: Classified Personnel Salaries LCFF $250 3000-3999: Employee Benefits LCFF	2000-2999: Classified Personnel Salaries LCFF $257 3000-3999: Employee Benefits LCFF

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.

Action and Services for this goal were implemented as planned. Based on the review of progress stakeholders agree that all actions and services implemented in this goal were effective in providing parents with many opportunities to participate in their child's education. There is still a challenge in getting parents to attend district LCAP, ELAC/DLAC, and Parent Faculty Association meetings. The district has been very successful with attendance at Back to School Night, Parent/Teacher Conferences, and Open House. Parents of English Learner and unduplicated students in school activities continues to increase due to outreach to these subgroups with parent involvement and fundraising.

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

The actions/services of this goal were effective and will continue to be implemented in the next cycle of the plan. Parent participation has increased – mainly in attendance at parent conferences, survey takers, and in classroom volunteers. This year we had parents involved in student council, the school play, as coaches for multiple sports, and the Parent Faculty Association. Parents are responsible for hosting all of our school dances, graduation activities, and have provided snack bars during sporting events and tournaments, as well as have hosted movie nights and the annual Hay Day fundraiser. With a translator available at all school functions and events our English Learner parents have become more involved with their students learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 3.1 Parent Involvement expenditures were 0 for classified staff due to classified employee not needed for after school LCAP/Parent meetings.

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 are being made to this goal.

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?

The Banta Elementary School District is committed to the idea of meaningful stakeholder engagement as an integral part of developing an effective strategic plan. A series of Stakeholder meetings were held to discuss and review the Banta Elementary School District LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

Community Engagement: The following groups were involved in the LCAP development process described below:

Parents, Students and Community

- 2017-2018 parent, student, and staff LCAP surveys were made available to stakeholders. Survey Responses by Stakeholder category:

 # Parents - 54, # Teachers - 13, # Students - 120

- In February, parents and students were invited to attend informational meetings designed to educate the community on LCFF funding and the district LCAP. They were given an update on the district's 2017-2018 LCAP along with district data. They were given the opportunity to give input on the district's 2018-2019 LCAP goals as well as proposed actions and services. A separate meeting was held in Spanish for our Spanish speaking community. In addition, the site administrator presented to the Parent Faculty Association and School Site Council.

Certificated Staff, Local Bargaining Unit, Classified Staff

- In February/April, all Banta Elementary School District staff, including the local bargaining unit, were invited to attend informational meetings designed to educate the community on LCFF funding and the district LCAP. They were given an update on the district's 2017-2018 LCAP along with district data. They were given the opportunity to give input on the district's 2018-2019 LCAP goals as well as proposed actions and services.

LCAP Advisory Committee

- The Banta Elementary School District formed an advisory committee comprised of parents, English Learner parents, low-income parents, certificated staff, classified staff, the principal, the superintendent, and other district staff. Additionally, all stakeholders were invited to attend the Advisory Committee meetings. This group met in May to go over the LCAP. The final LCAP draft was submitted to the group in May for review and to allow the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 14, 2018 Public Hearing on the LCAP, LCFF, and budget review.

Timeline
- School Board LCFF/LCAP Updates - 17/18 monthly Banta Elementary School District School Board Meetings
- October 2017 - March 2018 Parent, Staff, and Student LCAP surveys
- Fall 2017 (ongoing as needed) updated LCFF/LCAP information to the district website
- February 26, 2018 LCFF/LCAP School Site Council Meeting
- February 26, 2018 Parent/English Learner Parent/Student/Community LCFF/LCAP Public Meeting
- February 5, 2018 Certificated Staff/Local Bargaining Unit LCFF/LCAP Meeting
- April 16, 2018 Classified Staff LCFF/LCAP Meeting
- May 1, 2018 LCAP draft submitted to San Joaquin County Office of Education for review
- May 7, 2018 LCAP draft submitted to LCAP Advisory Committee for final review and comments, draft posted to Website for public review and comments.
- June 14, 2018 Public Hearing on LCAP/Budget
- June 21, 2018 School Board Adoption of LCAP/Budget

Impact on LCAP and Annual Update

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

The input received during the process detailed above demonstrated the stakeholder's concern for the education of the district's students. Discussions and feedback were held based on what is already in place, needs to be improved, and ideas for supporting student learning via the eight state priorities that should be considered but aren't already in the LCAP.

The stakeholder feedback, after reviewing district data, demonstrated that the district should continue with the goals and actions/services in place and should prioritize its efforts as follows:

1. Improve academic achievement - State Priority 4

2. Improve campus climate and culture - State Priority 6

3. Increase and Improve parent involvement in their child's education - State Priority 6

Recommendations that actually resulted in modifications, additions or deletions include the following:

Expected Annual Measurable Outcomes modified 2018-2019 as a result of this stakeholder engagement process include:
- State Priority 4: Student Achievement E. English Learner reclassification rate - change to state: Increase the percentage of English Language Learners that will be reclassified, verified by the ELD Language Skills Appraisal
- State Priority 5: Basic Services A. School Attendance - changed to state: Attendance rates will improve yearly, verified by CALPADS reports.
- State Priority 6: School Climate changed to state: Suspension rates will decrease yearly for all students and subgroups of students, verified by CALPADS reports

Specific Action and Services deleted 2018-2019 as a result of this stakeholder engagement process include:
- Action/service 2.1 A. Energy Efficient Upgrades - Source of funding discontinued
- Action/service 2.1 B. 6 hour Custodial Aide - Position no longer needed due to realignment of staff assignments.
- Action/service 2.1 C. Facility Restroom Maintenance - Restrooms are in good repair and additional maintenance is no longer needed

Specific Action and Services added 2018-2019 as a result of this stakeholder engagement process include:
- Technology Support Position - Added to Goal 1 Action/Service 1.2 D. After reviewing local technology data stakeholders determined that due to the increase in technology use by students a technology support position would be added.
- Library Services - added Goal 1 Action/Service 1.12. Library access to all student groups will support students research and learning and will be beneficial to student achievement.
- Transportation Services - added Goal 1 Action/Service 1.13. Transportation for students to access educational services.
- Physical Education Program - added to Goal 2 Action/Service 2.5. PE program that includes curriculum and equipment.

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)

Modified Goal

Goal 1

Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals.

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 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Identified Need:

1. Access to fully credential teachers, instructional materials and facilities in good repair. Data reviewed: Williams's reports, LCAP surveys and stakeholder discussions
2. Professionally trained teachers that provide access to California State, Common Core and ELD standards through the implementation of academic content. Data reviewed: Staff discussion/collaboration
3. Access to technology tools for the purpose of communication, research, problem solving, and digital citizenship. Data reviewed: LCAP surveys and stakeholder discussion, technology inventories.
4. Meet or exceed standards in ELA and Math. Data reviewed: CAASPP, California School Dashboard
5. Fluency in English. Data reviewed: CAASPP, ELPAC, Reclassification criteria, California School Dashboard
6. To be on time and present at school daily. Data Reviewed: District attendance reports
7. Enrichment opportunities and course access, investigate other enrichment programs. Data reviewed: Stakeholder and staff discussion/collaboration

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1: Basic Services A. Teachers appropriately assigned and fully credentialed B. Access to Instructional Materials C. Facilities are maintained	State Priority 1: Basic Services A. 2015-2016 100% of teachers were appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report/district credential audits B. 2015-2016 100% of students had sufficient access to standards-aligned instructional materials, verified by the Williams Report C. 2015-2016 100% of school facilities were maintained in good repair, verified by the Williams Report/FIT Report.	State Priority 1: Basic Services A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report/district credential audits B. 100% of students will have sufficient access to the standards-aligned instructional materials, verified by the Williams Report C. 100% of school facilities will be maintained in good repair, verified by the Williams Report/FIT Report.	State Priority 1: Basic Services A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report/district credential audits B. 100% of students will have sufficient access to the standards-aligned instructional materials, verified by the Williams Report C. 100% of school facilities will be maintained in good repair, verified by the Williams Report/FIT Report.	State Priority 1: Basic Services A. 100% of teachers will be appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report/district credential audits B. 100% of students will have sufficient access to the standards-aligned instructional materials, verified by the Williams Report C. 100% of school facilities will be maintained in good repair, verified by the Williams Report/FIT Report.
State Priority 2: Implementation of State Standards A. Implementation of SBE-adopted standards B. How programs/services enable English Learners	State Priority 2: Implementation of State Standards A. 2015-2016 100% of students had access to Common Core and/or standards-based state board adopted	State Priority 2: Implementation of State Standards A. 100% of students will have access to Common Core and/or standards-based state board adopted	State Priority 2: Implementation of State Standards A. 100% of students will have access to Common Core and/or standards-based state board adopted	State Priority 2: Implementation of State Standards A. 100% of students will have access to Common Core and/or standards-based state board adopted

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to access the CA Standards and ELD standards	instructional materials in all content areas, including English Learners, verified by the Williams Report. 2015 - 2016 100% of teachers were trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. All English Learner students were provided with instruction that is aligned to CCSS and English Language Development (ELD) standards. EL students continued to use Imagine Learning program 30 minutes daily, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency. 2015-2016 65% of EL students were enrolled in Imagine Learning and were making progress with their English proficiency, verified by ELD Master Plan, Imagine Learning	instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. BESD will provide these programs and services yearly, verified by ELD Master Plan,	instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. BESD will provide these programs and services yearly, verified by ELD Master Plan,	instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers trained in California aligned instructional materials, verified by professional Development schedules/sign in sheets/conference registrations. B. Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. BESD will provide these programs and services yearly, verified by ELD Master Plan,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	rosters and achievement reports.	Imagine Learning rosters and achievement reports.	Imagine Learning rosters and achievement reports.	Imagine Learning rosters and achievement reports.
State Priority 4: Pupil Achievement A. State assessments B. Academic Performance Index (API) C. A-G Completion. Requirements for entrance to UC/CSU or CRE Programs. D. Percentage of English Learner pupils that make progress toward English Proficiency. E. English Learner reclassification rate F. Percentage of pupils who passed AP exam. G. Percentage of pupils who demonstrated college prepairdness on EAP.	State Priority 4: Pupil Achievement A. 2015-2016 Smarter Balanced Summative Assessment Results indicate: ELA: percentage of students that met standard: All students = 23%; Economically Disadvantage=17%; English Learner = 9%; Students with Disabilities = 0% Math: percentage of students that met standard: All students = 15%; Economically Disadvantage=9%; English Learner = 6%; Students with Disabilities = 0% B. The Academic Performance Index was replaced with the California School Dashboard. C. Banta Elementary is a K-8 District and does not participate	State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replace with the California School Dashboard. C. Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. 5% more English learners will be reclassified, verified by the ELD Language Skills Appraisal.	State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replace with the California School Dashboard. C. Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. Increase the percentage of English Language Learners that will be reclassified, verified by the ELD	State Priority 4: Pupil Achievement A. Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified CAASPP reports. B. The Academic Performance Index was replace with the California School Dashboard. C. Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. Continue to increase English Learner progress as verified by the California School Dashboard. E. Increase the percentage of English Language Learners that will be reclassified, verified by the ELD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	in courses that satisfy the requirements for entrance to a UC/CSU or career technical education program. D. Due to the newly enacted ESSA in December 2015 there are no new AMAO determinations for 2015/16 school year. Per the California School Dashboard 2014-2015 English Learner progress is at 62%. E. 2015-2016 data: 7.7% of English learners were reclassified using the ELD Language Skills Appraisal. F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.	F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.	Language Skills Appraisal. F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.	Language Skills Appraisal. F. Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination. G. Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.
State Priority 5: Pupil Engagement A. School Attendance	State Priority 5: Pupil Engagement	State Priority 5: Pupil Engagement	State Priority 5: Pupil Engagement	State Priority 5: Pupil Engagement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B. Chronic absenteeism C. Middle school dropout rate D. High school dropout rate E. High school graduation rate	A. 2015-2016 data: Attendance Rate 94%. State target: 90%, verified by SIS attendance data B. 2015-2016 data: Chronic absenteeism rate for all students 3.24 %, Economically Disadvantage= 4%, English Learner = 2%, Students with Disabilities = 0%, verified by SIS attendance data C. 2015-2016 0% middle school dropout rate, verified by Calpads reports D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.	A. Attendance rates will grow yearly by 1 %, verified by CALPADS reports. B. Decrease chronic absenteeism rates, verified by CALPADS reports. C. Maintain a 0% middle school dropout rate, verified by CALPADS reports. D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.	A. Attendance rates will improve yearly, verified by CALPADS reports. B. Decrease chronic absenteeism rates, verified by CALPADS reports. C. Maintain a 0% middle school dropout rate, verified by CALPADS reports. D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.	A. Attendance rates will improve yearly, verified by CALPADS reports. B. Decrease chronic absenteeism rates, verified by CALPADS reports. C. Maintain a 0% middle school dropout rate, verified by CALPADS reports. D. Banta Elementary is a K-8 District and does not calculate High school dropout rates. E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.
State Priority 7: Course Access A. A broad course of study	State Priority 7: Course Access A. 2015-2016 100% of students had access to a broad course of study, verified by master	State Priority 7: Course Access A. All students will have access to and will be enrolled in a broad course of study,	State Priority 7: Course Access A. All students will have access to and will be enrolled in a broad course of study,	State Priority 7: Course Access A. All students will have access to and will be enrolled in a broad course of study,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and provided to individuals with exceptional needs	schedules and class rosters. B. 2015-2016 Additionally, unduplicated students received additional programs and services through pull-out programs such as; ELD Imagine Learning, Read 180, and additional teacher aides to provide support in the classrooms, verified by program rosters, classroom aides schedules. C. 2015-2016 Additionally, all students with exceptional needs received additional programs and services through onsite Resource support class and/or Speech and Language, as outlined in student's IEP, verifiedby class lists and SEIS data.	including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. BESD will continue to offer all students a board course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A. unduplicated students will receive additional programs and services through pull-out programs, using District approved supplemental programs such as; ELD Imagine Learning and Read180 as well as Teacher Aides to provide support in the classrooms. BESD will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority 7 A, students with	including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. Banta District will continue to offer all students a board course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A. unduplicated students will receive additional programs and services through pull-out programs, using District approved supplemental programs such as; ELD Imagine Learning and Read180 as well as Teacher Aides to provide support in the classrooms. BESD will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority	including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Visual/Performing Arts and Technology. Banta District will continue to offer all students a board course of study, verified by master schedules and class rosters. B. In addition to a broad course of study offered to all students in Priority 7 A. unduplicated students will receive additional programs and services through pull-out programs, using District approved supplemental programs such as; ELD Imagine Learning and Read180 as well as Teacher Aides to provide support in the classrooms. BESD will continue to offer these programs and services, verified by program rosters, classroom aides schedules. C. In addition to a broad course of study offered to all students in Priority

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. BESD will continue to offer these programs and services, verified by class lists and SEIS data.	7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. BESD will continue to offer these programs and services, verified by class lists and SEIS data.	7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. BESD will continue to offer these programs and services, verified by class lists and SEIS data.
State Priority 8: Other Pupil Outcomes	State Priority 8: Other Pupil Outcomes 2015-2016 All 4th - 8th grade students were enrolled in the Science enrichment program, verified by class rosters.	State Priority 8: Other Pupil Outcomes All 4th - 8th grade students will be enrolled in Science enrichment program, verified by class rosters.	State Priority 8: Other Pupil Outcomes All 4th - 8th grade students will be enrolled in Science enrichment program, verified by class rosters.	State Priority 8: Other Pupil Outcomes All 4th - 8th grade students will be enrolled in Science enrichment program, verified by class rosters.

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
1-1 Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.	1-1 Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.	1-1 Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	$2,640,149	$2,778,590	$2,758,148
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount		$52,799	$52,799
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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	LEA-wide	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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement state adopted math curriculum and ELA/ELD curriculum. Continue to research upcoming instructional material adoptions. All teachers will be supported	1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement state adopted math curriculum and ELA/ELD curriculum. Continue to research upcoming instructional material adoptions. All teachers will be supported	1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement state adopted math curriculum and ELA/ELD curriculum. Continue to research upcoming instructional material adoptions. All teachers will be supported

to transition and to fully implement state adopted instruction materials. A. Implement state adopted curriculum Technology upgrades to support curriculum technology integration. B. Technology Upgrades/Devices C. Hapara - Learning Management Software	to transition and to fully implement state adopted instruction materials. Technology upgrades to support curriculum technology integration. A. Purchase and implement state adopted curriculum. B. Technology Upgrades/Devices C. Hapara - Learning Management Software D. Technology Support Position	to transition and to fully implement state adopted instruction materials. Technology upgrades to support curriculum technology integration. A. Purchase and implement state adopted curriculum. B. Technology Upgrades/Devices C. Hapara - Learning Management Software D. Technology Support Position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	$110,000	$100,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies A. No Additional Cost	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.
Amount	$91,765	$50,765	$50,765
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.
Amount	$1,454	$1,454	0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.
Amount		$28,360	$28,910
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries D.	2000-2999: Classified Personnel Salaries D.

Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits D.	3000-3999: Employee Benefits D.
Amount		$8,104	$8,262
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1-3 All students including subgroups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards.
A. Continue Renaissance Learning Accelerated Reader and STAR 360 assessment software.
B. Continue Math online intervention software
C. Continue Online Video Service - CCC Media Streaming (New Dimension Media)

1-3 All students including student groups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards.
A. Continue Renaissance Learning Accelerated Reader and STAR 360 assessment software.
B. Continue ELA, Math online intervention software including Study Island (Math, ELA, Science).
C. Continue Online Video Service - CCC Media Streaming (New Dimension Media)

1-3 All students including student groups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards.
A. Continue Renaissance Learning Accelerated Reader and STAR 360 assessment software.
B. Continue ELA, Math online intervention software including Study Island (Math, ELA, Science).
C. Continue Online Video Service - CCC Media Streaming (New Dimension Media)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,225	$8,438	$8,438
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.
Amount	$400	$400	$400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.
Amount	$503	$8,570	$8,570
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.

Amount	$995	$995	$995
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C

Action 4

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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	LEA-wide	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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will provide high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will provide high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,901	$24,796	$30,011
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed.	1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed.	1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed.

C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring	C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring	C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,011	$28,673	$29,317
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries A.	2000-2999: Classified Personnel Salaries A.	2000-2999: Classified Personnel Salaries A.
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits A.	3000-3999: Employee Benefits A.	3000-3999: Employee Benefits A.
Amount	$16,000	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.
Amount	$32,838	$6,425	$6,583
Source	LCFF	Title III	Title III
Budget Reference	4000-4999: Books And Supplies C.	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.

Amount	$20,700	$450	$292
Source	LCFF	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures D.	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.
Amount	$73,174	$8,000	$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries E.	4000-4999: Books And Supplies C.	4000-4999: Books And Supplies C.
Amount		$4,200	$4,200
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits E.	5000-5999: Services And Other Operating Expenditures D.	5000-5999: Services And Other Operating Expenditures D.
Amount	$6,420	$104,381	$109,515
Source	Other	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries E.	2000-2999: Classified Personnel Salaries E.	2000-2999: Classified Personnel Salaries E.
Amount		$22,892	$22,734
Source	Other	Title III	Title III
Budget Reference	3000-3999: Employee Benefits E.	2000-2999: Classified Personnel Salaries E.	2000-2999: Classified Personnel Salaries E.
Amount	$8,249		
Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries F.	3000-3999: Employee Benefits E.	3000-3999: Employee Benefits E.

Source	LCFF		
Budget Reference	3000-3999: Employee Benefits F.	5000-5999: Services And Other Operating Expenditures E.	5000-5999: Services And Other Operating Expenditures E.
Amount	$751	$4,788	$4,862
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries F.	1000-1999: Certificated Personnel Salaries F.	1000-1999: Certificated Personnel Salaries F.
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits F.	3000-3999: Employee Benefits F	3000-3999: Employee Benefits F.

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on California State Standards, CCSS instructional strategies, assessment items, and technology integration.	1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on California State Standards,CCSS instructional strategies, assessment items, and technology integration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,611	$4,500	$4,500
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
Amount	$225	$500	$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$6,793	$7,008
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		$7,032	$7,032
Source		Title II	Title II
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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	LEA-wide	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
1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives	1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives	1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,368	$1,509	$1,582
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries A.	2000-2999: Classified Personnel Salaries A.	2000-2999: Classified Personnel Salaries A.
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits A.	3000-3999: Employee Benefits A.	3000-3999: Employee Benefits A.
Amount	$500	$500	$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Gizmos Online Software and Star Lab H. TOPS Scientist I. Science Camp	1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Science Online Software and Star Lab H. TOPS Scientist	1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Science Online Software and Star Lab H. TOPS Scientist I. Science Camp

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,144	$6,144	$6,144
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.
Amount	$1,000	$1,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.

Amount	$400	$4000	$4000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.
Amount	$1,500	$1,500	$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies C.	4000-4999: Books And Supplies C.	4000-4999: Books And Supplies .C.
Amount	$66,219	$200	$200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries D.	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures C.
Amount		$113,056	$115,671
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits D.	1000-1999: Certificated Personnel Salaries D.	1000-1999: Certificated Personnel Salaries D.
Amount	$225		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures E.	3000-3999: Employee Benefits D.	3000-3999: Employee Benefits D.
Amount	$8,085	$325	$325
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies F.	5000-5999: Services And Other Operating Expenditures E.	5000-5999: Services And Other Operating Expenditures E.

Amount	$875	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures G.	4000-4999: Books And Supplies F.	4000-4999: Books And Supplies F.
Amount	$1,400	$990	$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures H.	5000-5999: Services And Other Operating Expenditures G.	5000-5999: Services And Other Operating Expenditures G.
Amount	$20,000	$1,400	$1,400
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures I.	5000-5999: Services And Other Operating Expenditures H.	5000-5999: Services And Other Operating Expenditures H.
Amount			$30,000
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures I.

Action 9

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

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

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

Students with Disabilities	All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1-9   Special Education Reading Reinforcement Program Read 180

2018-19 Actions/Services

1-9   Special Education Reading Reinforcement Program Read 180

2019-20 Actions/Services

1-9   Special Education Reading Reinforcement Program Read 180

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,800	$1,800	$1,800
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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	LEA-wide	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
1-10 Maintain additional 4 hour Instructional Aide Position	1-10 Maintain additional 4 hour Instructional Aide Position	1-10 Maintain additional 4 hour Instructional Aide Position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,618	$13,726	$16,490
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 11

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:	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	LEA-wide	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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1-11 Additional teacher to maintain class size ratio to improve student performance and enhance learning.	1-11 Additional teacher(s) to maintain class size ratio to improve student performance and enhance learning.	1-11 Additional teacher(s) to maintain class size ratio to improve student performance and enhance learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,359	$112,121	$113,740
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 12

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)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**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	LEA-wide	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
	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not included in the 2017-18 LCAP. See the Annual Update for more information.	1-12 Library Services - library access for all student groups to support students research and learning. A. Certificated Part Time Librarian B. Library Aide C. Library Materials/Books D. Library Circulation Software	1-12 Library Services - library access for all student groups to support students research and learning. A. Certificated Part Time Librarian B. Library Aide C. Library Materials/Books D. Library Circulation Software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$8,000	$8,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.

		Amount		
Amount			$26,812	$28,083
Source			LCFF	LCFF
Budget Reference			2000-2999: Classified Personnel Salaries B.	2000-2999: Classified Personnel Salaries B.
Source			LCFF	LCFF
Budget Reference			3000-3999: Employee Benefits B.	3000-3999: Employee Benefits B.
Amount			$3,125	$3,125
Source			LCFF	LCFF
Budget Reference			4000-4999: Books And Supplies C.	4000-4999: Books And Supplies C.
Amount			$439	$439
Source			LCFF	LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures D.	5000-5999: Services And Other Operating Expenditures D.

Action 13

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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	LEA-wide	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
	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not included in the 2017-18 LCAP. See the Annual Update for more information.	1-13 Provide transportation service to students to access educational services	1-13 Provide transportation service to students to access educational services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$41,316	$45,241
Source		LCFF	LCFF
Budget Reference		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)

Modified Goal

Goal 2

Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Programs, services and staff that provide the social and emotional tools necessary for student learning.   Data reviewed: LCAP surveys and stakeholder discussions, California Healthy Kids Survey, Fall 2017 California School Dashboard and DataQuest

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6: School Climate A. Pupil suspension rate B. Pupil expulsion rate C. Other local measures, including surveys of pupils, parents, and teachers on safety and school connectedness	State Priority 6: School Climate A. 2015-2016 suspension rate data: All students = 4%, Economically Disadvantage=5%, English Learner = 5%, Students with Disability = 1%, verified by Calpads	State Priority 6: School Climate A. Suspension rates will decrease yearly by 1% for all students and subgroups of students, verified by CALPADS reports B. Maintain a 0% expulsion rate, verified by CALPADS reports.	State Priority 6: School Climate A. Suspension rates will decrease yearly for all students and student groups of students, verified by CALPADS reports B. Maintain a 0% expulsion rate, verified by CALPADS reports.	State Priority 6: School Climate A. Suspension rates will decrease yearly for all students and student groups of students, verified by CALPADS reports B. Maintain a 0% expulsion rate, verified by CALPADS reports.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	B. 2015-2016 0% expulsion rate, verified by Calpads C. Students/Parents/Staff who took the 2016-2017 LCAP survey indicates: • All 4-8 Grade Students: Feel safe at school: 44 % very safe, 43% somewhat safe, 8% not so safe, 5% not at all safe Bullying problem at school: 36% agree, 64% disagree Clean Facilities: 18% very clean, 31% moderately clean, 36% slightly clean, 15% not at all clean • Parent: My child is safe at school: 98% agree Clean facilities: 90% agree	C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster	C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster	C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Positive overall school climate: 96% agree • Staff: How safe do you feel teaching? 69% very safe, 31% somewhat safe Clean facilities: 50% very clean, 50% moderately clean Student behavior limits my ability to teach effectively: 46% strongly agree, 23% agree, 31% disagree 2015-2016 California Healthy Kids survey indicates: • 24% of 7th grade students experienced harassment or bullying • 18% of 7th grade students			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	experienced cyber-bullying 2016-2017 student counseling rosters indicates: • 23 students are receiving counseling 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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

<div align="center">OR</div>

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2-1 Maintain School Facilities - repairs, upgrades, modernization, cleanliness A. Energy Efficient Upgrades B. Maintain 6 hour Custodial Aide C. Facility Restroom Maintenance D. Facilities Painting	This Action has been discontinued in 2018-19. See the Annual update for more information.	This Action has been discontinued 2018-19. See the Annual update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	N/A	N/A
Source	Other		
Budget Reference	5000-5999: Services And Other Operating Expenditures A.	Not Applicable	Not Applicable
Amount	$32,580		
Source	LCFF		
Budget Reference	2000-2999: Classified Personnel Salaries B.		
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits B.		
Amount	$1,000		
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies C.		

Amount	$4,375	
Source	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries D.	
Amount	0.00	
Source	LCFF	
Budget Reference	3000-3999: Employee Benefits D.	
Amount	$1,000.00	
Source	LCFF	
Budget Reference	4000-4999: Books And Supplies D.	
Amount	$1,000.00	
Source	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures D.	

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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 | LEA-wide | 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	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2-2 Anti-Bullying Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying	2-2 Student Behavior/Anti-Bullying Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying C. Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Staff will implement restorative justice circles.	2-2 Student Behavior/Anti-Bullying Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying C. Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Staff will implement restorative justice circles.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$800	$800
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.	4000-4999: Books And Supplies A.
Amount	$1,050	$2,600	$2,600
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2-3 Counseling services delivered as needed to students at risk	2-3 Counseling services delivered as needed to students at risk	2-3 Counseling services delivered as needed to students at risk

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,500	$15,000	$15,000
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

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2-4 Nursing Services
A. Nurse
B. Materials and Supplies
C. Health Professional Development

2018-19 Actions/Services

2-4 Nursing Services
A. Nurse
B. Materials and Supplies
C. Health Professional Development

2019-20 Actions/Services

2-4 Nursing Services
A. Nurse
B. Materials and Supplies
C. Health Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$51,000	$57,600	$57,600
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.	5000-5999: Services And Other Operating Expenditures A.
Amount	$1,200	$1,050	$1,050
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.	4000-4999: Books And Supplies B.
Amount	$500	$150	$150
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures C.	5000-5999: Services And Other Operating Expenditures B.	5000-5999: Services And Other Operating Expenditures B.
Amount		$500	$500
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies C.	4000-4999: Books And Supplies C.

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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	LEA-wide	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
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2-5 Health Education	2-5 Health Education - Physical Education Program Curriculum/Equipment	2-5 Health Education - Physical Education Program Curriculum/Equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,100	$26,601	$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$700	$3,554	$155
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 3

Banta Elementary School District parents will actively participate in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

A friendly campus environment that promotes partnerships between parents and school, supporting and celebrating the academic success of students. Data reviewed: LCAP outreach through surveys and stakeholder discussions
A variety of opportunities for parents to participate in their child's educational process. Data reviewed: LCAP outreach through surveys and stakeholder discussions, number of activities, monthly events calendar.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3: Parent Involvement A. Efforts by district to seek parent input in decision making B. How the district will promote parental	State Priority 3: Parent Involvement A. 2015-2016 data indicates: • Less than 3% of parentsattended all LCAP Meetings,verifi	State Priority 3: Parent Involvement A. Increase parent participation, verified by participation sign in sheets, SIS Parent Portal Enrollment, school calendar	State Priority 3: Parent Involvement A. Increase parent participation, verified by participation sign in sheets, SIS Parent Portal Enrollment, school calendar	State Priority 3: Parent Involvement A. Increase parent participation, verified by participation sign in sheets, SIS Parent Portal Enrollment, school calendar

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participation in programs for unduplicated pupils C. How the district will promote parental participation for individuals with exceptional needs	ed by sign in sheets • 30% of parents access the SIS Parent Portal, verified by SIS Parent Portal enrollment • 96% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House, verified by participation sign in sheets. • Less than 10% of parents attended monthly PFA meetings, verified by participation sign in sheets • 90% average parent participation in Banta Hay Day events. • 85% average parent participation in all other community and school based	Parents of Banta Elementary School District students are given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent Faculty Association (PFA) including Banta Hay Day - • School Site Council • District Parent/Community LCAP Meetings • Classroom helpers • A number of other community and school based events • Parents are encouraged to use the District Parent Portal BESD will continue to expand approaches to	Parents of Banta Elementary School District students are given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent Faculty Association (PFA) including Banta Hay Day - • School Site Council • District Parent/Community LCAP Meetings • Classroom helpers • A number of other community and school based events • Parents are encouraged to use the District Parent Portal BESD will continue to expand approaches to	Parents of Banta Elementary School District students are given opportunities and encouraged to participate in: • Parent/Teacher conferences • Back-to-School Night • Open House • Parent Faculty Association (PFA) including Banta Hay Day - • School Site Council • District Parent/Community LCAP Meetings • Classroom helpers • A number of other community and school based events • Parents are encouraged to use the District Parent Portal BESD will continue to expand approaches to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	events, verified by participation sign in sheets B. 2015-2016 data indicates: • Less than 5% of EL parents attended ELAC meetings, verified by sign in sheets • Less than 5% of unduplicated parents attended District LCAP meetings, verified by sign in sheets • 70% of EL parents participated in EL Parent Club and fundraising, verified by sign in sheets • A translator was available at all parent outreach meetings. C. 2015-2016 data indicates: 100% of parents of exceptional	communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights, verified by sign in sheets • Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated	communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights, verified by sign in sheets • Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated	communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. B. In addition to the involvement opportunities listed in Priority 3 A and C: • Parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights, verified by sign in sheets • Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	need students participated in Student Study Team, 504 and IEP process, verified by IEP, SST, 504 parent meetings.	students, as verified by participation sign in sheets. • A translator will be made available at all parent outreach meetings. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. • Maintain parent participation in student IEP meetings,verified by IEP, SST, 504 parent meetings	students, as verified by participation sign in sheets. • A translator will be made available at all parent outreach meetings. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. • Maintain parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings	students, as verified by participation sign in sheets. • A translator will be made available at all parent outreach meetings. C. In addition to the involvement opportunities listed in Priority 3 A and B: • Parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. • Maintain parent participation in student IEP meetings, verified by IEP, SST, 504 parent meetings

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC,	3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC,	3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC,

participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.learning. Explore other opportunities for parents to become more involved in their child's education.	participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal, social media, parent/student planners, Survey Monkey. Explore other opportunities for parents to become more involved in their child's education.	participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal, social media, parent/student planners, Survey Monkey. Explore other opportunities for parents to become more involved in their child's education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$376	$4,241	$4,241
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$700		
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies		

Action 2

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

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

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:	**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	Limited to Unduplicated Student Group(s)	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
3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.	3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.	3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250	$656	$670
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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
$695,921	24.90%

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).

Banta Elementary School District has an unduplicated pupil count of 75%.

The following programs and services are provided to students using Supplemental/Concentration funds:
- Provide every student access to standards aligned instruction, materials, and technology to support technology integration
- Improve students reading and math levels with supplementary programs and materials, STAR360, Accelerated Reader, Math and English Language Arts online intervention software, online video service
- Nutritious breakfast, lunch and snack.
- English Language Development Program: English Language Development and ELPAC testing support, Bilingual (ELD) coordinator, part-time ELD aides to support English Language Development instruction in all K-8 classrooms, ELD management software (ELLEVATION), supplemental curriculum, technology, and software (Imagine Learning) to instruct English learners in the classroom, Professional development focusing on the needs of English Learners, English Language Development Tutoring, Translation services for English Learner parents
- Professional Development focusing on California standards instructional strategies, assessment items, and technology integration
- Attendance Clerk, attendance incentives
- Enrichment programs: Artist in Residence, Performing Arts program, Science Program, participation in county academic events
- Additional part time instructional aide position
- Additional teacher to keep class size reduction
- Library Services - library access for all student groups to support students research and learning

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).

- Transportation of students to access educational services
- Anti-Bullying program: Character Counts, student assembly on bullying
- Counseling Services
- Nursing Services
- Health Education - Physical Education curriculum/materials
- Parent Involvement: resources needed to improve opportunities for parents to participate in their student's education
- Provide translators and translated materials for school-family communications

Supplemental/Concentration funds are being spent in a LEA wide manner to provide the following programs and services that are principally directed towards meeting the District's goals for its unduplicated pupils in the eight state priority areas:

Goal 1:
- Action/Service 2 - Continue to provide every pupil sufficient access to standards aligned instruction and materials. Technology upgrades to support technology integration. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority areas 1,2,4. Assure unduplicated students have access standards aligned resources and the technology skills needed to prepare them for college and career.
- Action/Service 3 - Continue to improve CAASPP scores. Improve student's reading and math levels with supplemental programs and materials. Star360 (benchmark assessment), Accelerated Reader, Math and English Language Arts online intervention software, standard aligned online video service. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Assure unduplicated students are growing toward grade level proficiency.
- Action/Service 4- In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will provide high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.
- Action/Service 5 - Maintain EL Program for English Learners with increased monitoring and services.
- Action/Service 6 - Provide all teachers and paraprofessionals with Professional Development focusing on state standard instructional strategies, assessment items, and technology integration. The services provided are principally directed toward and effective in targeting our unduplicated studentsin meeting the District's goals in the state priority areas 2,4. Improve instruction to unduplicated students.

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).

- Action/Service 7 - Attendance Program: Attendance Clerk and student attendance incentives. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,5. Attendance rates indicate that unduplicated students are absent more often.
- Action/Service 8 - Enrichment Opportunities: Artist in Residence, Performing Arts materials, participation in county academic events, Science program: science teacher, science professional development, science materials and technology, TOPS Scientist, Science Camp . The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,7,8. Exposing our unduplicated students to enrichment opportunities that they might not otherwise have, due to poverty. Many of our unduplicated students struggle academically and don't enjoy school, but providing them with opportunities to participate in enrichment opportunities may strengthen their academics and give them additional opportunities to feel successful and confident in school.
- Action/Service 10 - One additional part-time instructional aide position. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Increased support to unduplicated students needing assistance in achieving academic success.
- Action/Service 11 - Additional teacher to keep class size reduction. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Increased support to unduplicated students needing assistance in achieving academic success.
- Action/Service 12 - Library Services. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Many of our unduplicated students do not have access to library services outside of school to support research and learning.
- Action/Service 13 - Transportation of students to access educational services. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 4,5. Many of our unduplicated students would not have transportation to school, due to rural school boundaries (distance to school) and poverty.

Goal 2:
- Action/Service 2 - Anti-Bullying Program: Character Counts, student assemblies on bullying. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 6.

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).

- Action/Service 3 - Counseling services. These services are principally directed and effective, in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive counseling services for reasons that might develop due to poverty or second language barriers.
- Action/Service 4 - Nursing services. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive nursing services for chronic illnesses, and dental and health services that they might not receive elsewhere due to poverty.
- Action/Service 5 - Health Education. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 6, exposing our unduplicated students to life skills that they might not receive elsewhere due to poverty and second language barriers.

Goal 3:

- Action/Service 1 - Provide resources for Parent Involvement. Improve opportunities for parents to be involved in their child's education. Continue and expand approaches to communication with parents, including district/school website, Alert Solutions messaging service, school newsletters, Powerschool Parent Portal. The services provided are principally directed toward and effective in targeting our unduplicated students in meeting the District's goals in the state priority area 3. Parent participation data indicates that parent participation is lower for our parents of unduplicated parents.

The justification for LEA-wide implementation of these actions and services is to ensure a positive outcome for student achievement and school connectedness by providing services to students that might have less resources available to them that would impact their learning. Although LEA-wide spending is principally directed towards our unduplicated students, all students, at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning. Cumulatively, the services described above increase or improve services by at least 24.90%

In our annual budgets for the three years we have surpassed this proportionality with increased or improved services for low income, foster youth and English Learners. These student groups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to "all students" due to our size and homogeneous population.

While our foster youth students do not meet the threshold of a significant student group (1 student 2017-2018), we will always endeavor to provide them the support that they need to be successful.

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).

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
$595,000	22.89%

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).

Banta Elementary School District has an unduplicated pupil count of 74.44%.

The following programs and services are provided to students using Supplemental/Concentration funds:
- Provide every student access to standards aligned instruction, materials, and technology to support CCSS technology integration
- Improve students reading and math levels with supplementary programs and materials, STAR360, Accelerated Reader, Math online intervention software, online video service
- Meals for low income students
- English Language Development Program: Part-time teacher on assignment will provide Intervention, English Language Development and CELDT testing support, Bilingual (ELD) coordinator, part-time ELD aides to support English Language Development instruction in all K-8 classrooms, supplemental curriculum, technology, and software (Imagine Learning) to instruct English learners in the classroom, Professional development focusing on the needs of English Learners, English Language Development Tutoring, Translation services for English Learner parents
- Professional Development focusing on CCSS instructional strategies, assessment items, and technology integration
- Attendance Clerk, attendance incentives
- Enrichment programs: Artist in Residence, Performing Arts materials, participation in county academic events, Science Program: science teacher, science professional development, science materials and technology, TOPS Scientist
- Additional part time instructional aide position
- Additional teacher to keep class size reduction
- Anti-Bullying program: Character Counts, student assembly on bullying
- Counseling Services
- Nursing Services: Nurse, materials and supplies, technology equipment
- Health Education
- Parent Involvement: resources needed to improve opportunities for parents to participate in their student's education
- Provide translators and translated materials for school-family communications

Supplemental/Concentration funds are being spent in a LEA wide manner to provide the following programs and services that are principally directed towards meeting the District's goals for its unduplicated pupils in the eight state priority areas:

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).

Goal 1 (pg. 28):

- Action/Service 2 (pg. 34) - Continue to provide every pupil sufficient access to standards aligned instruction and CCSS materials. Technology upgrades to support CCSS technology integration. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 1,2,4. Assure unduplicated students have access to CCSS resources and the technology skills needed to prepare them for college and career.
- Action/Service 3 (pg. 35) - Continue to improve CAASPP scores. Improve student's reading and math levels with supplemental programs and materials. Star360, Accelerated Reader, Math online intervention software, online video service - CCC Media Streaming. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Assure unduplicated students are growing toward grade level proficiency.
- Action/Service 6 (pg. 41) - Provide all teachers and paraprofessionals with Professional Development focusing on CCSS instructional strategies, assessment items, and technology integration. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 2,4. Improve instruction to unduplicated students.
- Action/Service 7 (pg. 42) - Attendance Program: Attendance Clerk and student attendance incentives. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,5. Attendance rates indicate that unduplicated students are absent more often.
- Action/Service 8 (pg. 43) - Enrichment Opportunities: Artist in Residence, Performing Arts materials, participation in county academic events, Science program: science teacher, science professional development, science materials and technology, TOPS Scientist . These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,7,8. Exposing our unduplicated students to enrichment opportunities that they might not otherwise have, due to poverty. Many of our unduplicated students struggle academically and don't enjoy school, but providing them with opportunities to participate in enrichment opportunities may strengthen their academics and give them additional opportunities to feel successful and confident in school.
- Action/Service 10 (pg. 47) - One additional part-time instructional aide position. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Increased support to unduplicated students needing assistance in achieving academic success.

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).

- Action/Service 11 (pg. 48) - Additional teacher to keep class size reduction These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Increased support to unduplicated students needing assistance in achieving academic success.

Goal 2: (pg. 50)
- Action/Service 2 (pg. 53) - Anti-Bullying Program: Character Counts, student assemblies on bullying. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6.
- Action/Service 3 (pg. 54) - Counseling services. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive counseling services for reasons that might develop due to poverty or second language barriers.
- Action/Service 4 (pg. 55)- Nursing services. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive nursing services for chronic illnesses, and dental and health services that they might not receive elsewhere due to poverty.
- Action/Service 5 (pg. 57) - Health Education. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6, exposing our unduplicated students to life skills that they might not receive elsewhere due to poverty and second language barriers.

Goal 3: (pg.59)

- Action/Service 1 (pg. 61) - Provide resources for Parent Involvement. Improve opportunities for parents to be involved in their child's education. Continue and expand approaches to communication with parents, including district/school website, Alert Solutions messaging service, school newsletters, Powerschool Parent Portal. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 3. Parent participation data indicates that parent participation is lower for our parents of unduplicated parents.

The justification for LEA-wide implementation of these actions and services is to ensure a positive outcome for student achievement and school connectedness by providing services to students that might have less resources available to them that would impact their

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).

learning. Although LEA-wide spending is principally directed towards our unduplicated students, all students, at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

In our annual budgets for the three years we have surpassed this proportionality with increased or improved services for low income, foster youth and English Learners. These subgroups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to "all students" due to our size and homogeneous population.

While our foster youth students do not meet the threshold of a significant subgroup (2 - 2016-2017), we will always endeavor to provide them the support that they need to be successful.

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

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.

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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	3,340,695.00	3,339,458.00	3,340,695.00	3,752,620.00	3,748,347.00	10,841,662.00
LCFF	3,282,475.00	3,330,859.00	3,282,475.00	3,543,118.00	3,548,845.00	10,374,438.00
Lottery	0.00	0.00	0.00	110,000.00	100,000.00	210,000.00
Other	58,220.00	8,599.00	58,220.00	10,354.00	10,354.00	78,928.00
Title I	0.00	0.00	0.00	52,799.00	52,799.00	105,598.00
Title II	0.00	0.00	0.00	7,032.00	7,032.00	14,064.00
Title III	0.00	0.00	0.00	29,317.00	29,317.00	58,634.00

* 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	3,340,695.00	3,339,458.00	3,340,695.00	3,752,620.00	3,748,347.00	10,841,662.00
1000-1999: Certificated Personnel Salaries	2,785,976.00	2,926,156.00	2,785,976.00	3,075,179.00	3,059,260.00	8,920,415.00
2000-2999: Classified Personnel Salaries	157,923.00	123,058.00	157,923.00	235,113.00	245,563.00	638,599.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	143,213.00	133,557.00	143,213.00	227,982.00	194,381.00	565,576.00
5000-5999: Services And Other Operating Expenditures	199,682.00	138,727.00	199,682.00	189,550.00	219,132.00	608,364.00
7000-7439: Other Outgo	53,901.00	17,960.00	53,901.00	24,796.00	30,011.00	108,708.00

* 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	3,340,695.00	3,339,458.00	3,340,695.00	3,752,620.00	3,748,347.00	10,841,662.00
1000-1999: Certificated Personnel Salaries	LCFF	2,785,976.00	2,926,156.00	2,785,976.00	3,015,348.00	2,999,429.00	8,800,753.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	52,799.00	52,799.00	105,598.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	7,032.00	7,032.00	14,064.00
2000-2999: Classified Personnel Salaries	LCFF	151,503.00	116,259.00	151,503.00	204,117.00	214,567.00	570,187.00
2000-2999: Classified Personnel Salaries	Other	6,420.00	6,799.00	6,420.00	8,104.00	8,262.00	22,786.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	22,892.00	22,734.00	45,626.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	143,213.00	133,557.00	143,213.00	117,982.00	94,381.00	355,576.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	110,000.00	100,000.00	210,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	147,882.00	136,927.00	147,882.00	180,875.00	210,457.00	539,214.00
5000-5999: Services And Other Operating Expenditures	Other	51,800.00	1,800.00	51,800.00	2,250.00	2,092.00	56,142.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	0.00	6,425.00	6,583.00	13,008.00
7000-7439: Other Outgo	LCFF	53,901.00	17,960.00	53,901.00	24,796.00	30,011.00	108,708.00

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

						2017-18 through 2019-20 Total
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	3,180,864.00	3,261,332.00	3,180,864.00	3,639,868.00	3,662,581.00	10,483,313.00
Goal 2	158,505.00	77,169.00	158,505.00	107,855.00	80,855.00	347,215.00
Goal 3	1,326.00	957.00	1,326.00	4,897.00	4,911.00	11,134.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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