LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonny Doon Union Elementary School District
CDS Code: 44697326049563
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Mike Heffner, Superintendent/Principal

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

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Bonny Doon Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Bonny Doon Union Elementary School District is $2,029,979, of which $1,838,695 is Local Control Funding Formula (LCFF), $110,472 is other state funds, $19,809 is local funds, and $61,003 is federal funds. Of the $1,838,695 in LCFF Funds, $55,749 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Bonny Doon Union Elementary School District plans to spend $2,195,225 for the 2019-20 school year. Of that amount, $270,404 is tied to actions/services in the LCAP and $1,924,821 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Bonny Doon UESD does not include many of its operational costs in the LCAP. These operational costs include teaching and classroom supplies, janitorial and regular maintenance services and supplies, capital outlay, and many staff salaries.

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

In 2019-20, Bonny Doon Union Elementary School District is projecting it will receive $55,749 based on the enrollment of foster youth, English learner, and low-income students. Bonny Doon Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Bonny Doon Union Elementary School District plans to spend $97,303 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

In the 2019-2020 school year, we plan to increase our contracted services with the math coach as we continue to strengthen our student-centered approach to teaching math through problems. Additionally, we are increasing our contracted services for social-emotional counseling support for our students. Both of these increases are directly related to our review of both the CA Dashboard data and local data.
LCFF Budget Overview for Parents

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

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

In 2018-19, Bonny Doon Union Elementary School District's LCAP budgeted $252,636 for planned actions to increase or improve services for high needs students. Bonny Doon Union Elementary School District estimates that it will actually spend $258,684 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $6,048 had the following impact on Bonny Doon Union Elementary School District's ability to increase or improve services for high needs students:
There was no impact on the district's ability to increase or improve services for our high needs students as a result in this difference between budgeted and actual expenditures in the 2018-2019 school year.
Local Control  
Accountability Plan  
and Annual Update  
(LCAP) Template

LEA Name  
Bonny Doon Union Elementary School District

Contact Name and Title  
Mike Heffner  
Superintendent/Principal

Email and Phone  
mheffner@bduesd.org  
831-427-2300

2017-20 Plan Summary  
The Story

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

Bonny Doon Union Elementary School District (BDUESD) is a single-school, Basic Aid district. BDUESD has been a high performing school district according to the California School Dashboard, with a ranking of Green in English/Language Arts and yellow in Mathematics with a slight improvement from the previous year. Bonny Doon is a Gold Ribbon School and a Certified Green School. The school benefits from a supportive and involved community of parents, students, staff, and Bonny Doon residents.

Student enrollment in 2018/2019 was 163 students, with 160 expected for the 2019/2020 school year. There had been a 60% jump in enrollment in the previous six years, necessitating conversation among staff, the community, and the school board as we navigate the changes this dramatic increase will have on our school and on our budget moving forward. We are committed to continue providing our students with a well-rounded, high quality academic program, even during this time of extreme student population growth.

Bonny Doon School has no statistically significant subgroups. In the 2018/2019 school year, the school had three English Learners. The school had one Foster Youth student. The superintendent is a member of the Foster Youth Services Local Advisory Board and has signed the Foster Education Initiative MOU agreeing to collaborate with that team whenever one or more Foster Youth enrolls in the school. Any other subgroups (Special Education, for example) are included in all goals and services related to pupil outcomes, pupil engagement, and conditions for learning.

All state priorities and required metrics are included with the exception of those that do not apply to our K-6, single-school district (A-G course access and high school graduation rates).
LCAP Highlights
Identify and briefly summarize the key features of this year’s LCAP.

Because of the small size of Bonny Doon School and the lack of significant subgroups, our LCAP is written to meet the needs of all students, with supplemental funds principally directed towards unduplicated students. All strategies and staffing decisions made are designed to support those students, including staffing for small class sizes. We want to increase and improve services for these students. These increased and improved services can be found in the actions for each goal in the LCAP and include hiring highly trained and qualified teachers, professional development for all staff, teacher professional learning communities, small group instruction, use of instructional technology, the addition of a school counselor, and improved communication with stakeholders. All actions are designed to improve students’ academic performance and, ultimately, foster students’ social/emotional health.

LCAP Goals are:
Goal 1: Bonny Doon School Students will have access to high quality staff and instructional materials and a safe, efficient environment conducive to learning.
Goal 2: Staff will utilize best practices to improve student achievement.
Goal 3: Bonny Doon School will increase student and family engagement.

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

Greatest Progress
This year, all teaching staff continued training and implementation in Readers and Writers Workshop. Teachers are very excited about what they are learning, and anxious to fully implement the program. In addition, our teachers began implementing Next Generation Science Standards (NGSS) through the purchase of aligned science kits and a county-wide professional development.

As in years prior, the results of our annual school survey indicated overwhelming parent/guardian satisfaction with our school program. This comprehensive survey covers all aspects of our school program from academics to communication to maintenance of our facilities. Most questions on the survey had positive responses of 90% or higher or negative responses of less 10% or less.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although our CAASPP scores were higher than the state average, we need to do better; our goal is to be one of the three highest-scoring districts in the county. To this end, all teachers will be participating in on-going professional learning community (PLC) work focused on further implementing Readers and Writers Workshop during the 2019/2020 school year. District math scores increased slightly from the previous year. Due to a decline the previous year, the district hired a math coach to model lessons and work directly with teachers to improve instructional practice this year. We plan to proceed with that work in 2019/2020 school year. We want to ensure that our curriculum is aligned and well-articulated vertically across the grade levels, and that our students are successful in understanding mathematical concepts.

Our average daily attendance (ADA) is much lower than it should be, even with communication to our families about the importance of regular school attendance. We have too many families planning vacations during the school year, and we have not yet been able to convince them that this is not in the best interest of their children.

Each year we hold Early Intervention meetings. We hire roving subs to release our teachers individually over two days, and the teacher meets with the superintendent/principal, the resource teacher, and the Title One academic support teacher. During these meetings, we discuss every single student in each class and develop a plan of action for needed interventions. Through these meetings, we have discovered that a larger-than-expected number of students are struggling with issues at home that have a significant impact on their social/emotional health and their academic performance at school. As a result of this information, the district is committing funds to continue counseling for these students.

Performance Gaps

The district has no subgroup data on the CA School Dashboard or significant subgroups for CAASPP. Our local assessments indicate that students who are socio-economically disadvantaged and students with social/emotional issues do not score as high as other students.

The district hired a counselor to address significant social/emotional needs. Counseling hours will be maintained for 2019/2020. We will continue to hold early intervention meetings, where we discuss every student in the school. During these meetings, we develop individualized student plans to ensure that any gaps are addressed. The teachers will hold weekly Professional Learning Community (PLC) meetings to refine lesson development and review student work to improve teaching practice. The district has adopted Readers and Writers Workshop to improve continuity throughout the grade levels and ensure complete implementation of the Common Core State Standards (CCSS) in ELA. The district will rehire a math coach for 2019/2020 to work directly with teachers to improve instruction in mathematics and support the creation of curriculum maps and
assessments. In addition, during the 2018/2019 school year, our teachers began implementation of Next Generation Science Standards (NGSS). We will continue to expand our implementation in the 2019/2020 school year in partnership with the Santa Cruz County Office of Education.

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

Bonny Doon UESD is not identified for CSI.

**Support for Identified Schools**

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

Bonny Doon UESD is not identified for CSI.

**Monitoring and Evaluating Effectiveness**

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

NA
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Bonny Doon School students will have access to high quality staff and instructional materials and a safe, efficient environment conducive to learning.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Properly Assigned Teaching Staff</td>
<td></td>
<td>100% of our teaching staff is properly assigned.</td>
</tr>
<tr>
<td>Facilities Inspection Tool (FIT)</td>
<td></td>
<td>Our Facilities Inspection Tool is used monthly to ensure the safe and proper maintenance resulting in an exemplary rating.</td>
</tr>
<tr>
<td>Proposition 39 Expenditures</td>
<td></td>
<td>Proposition 39 expenditures are 100% complete.</td>
</tr>
<tr>
<td>% of Student Access to Materials</td>
<td></td>
<td>100% of our students have access to CA State Standards-aligned instructional materials.</td>
</tr>
</tbody>
</table>

18-19
1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified
2. Bonny Doon School will maintain 100% student access to Common Core-aligned instructional materials in mathematics and English/language arts and purchase Common Core-aligned materials in science.
3. Maintain an Exemplary rating on the FIT tool.
### Baseline
- 100% fully Compliant teaching assignments
- Exemplary rating on the FIT
- Prop. 39 expenditures are 83% complete
- 100% of students have access to Common Core aligned instructional materials

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.</td>
<td>Maintained a staff with 100% of the teachers credentialed to teach the students and/or subjects assigned.</td>
<td>Edjoin Administrative Account (in a consortium with Pacific Elementary School District) 5800 OTHER SVCS &amp; OPER EXPENDITURES Base $225</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $4,750</td>
</tr>
<tr>
<td><strong>Expense for one year of New Teacher Project support for a second-year teacher</strong></td>
<td></td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $4,750</td>
<td></td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and</td>
<td>Teachers continued to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and</td>
<td>Books 4100 TEXTBOOKS Lottery $2,000</td>
<td>4100 TEXTBOOKS Lottery $1112.25</td>
</tr>
</tbody>
</table>
consumable materials will be purchased as needed.

consumable materials were purchased as needed.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff will implement the new adoption of Common Core aligned materials in English/language arts. Teachers will participate in a year or professional development in Readers and Writers Workshop through Momentum in Teaching. The district will begin to purchase materials for the science adoption.</td>
<td>The staff implemented the new adoption of Common Core aligned materials in English/language arts. Teachers participated in a year or professional development in Writers Workshop through Momentum in Teaching.</td>
<td>Curriculum Materials 4100 TEXTBOOKS Base $10,000</td>
<td>4100 TEXTBOOKS $8775.34</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent will work with a contractor to complete a plan to finish energy efficiency work at the school site. The district will continue to receive an Exemplary status on the (Facility Inspection Tool) FIT by maintaining its facilities to the highest standard. In order to help fulfill this goal, the district will continue to contribute $10,000 per year to its Deferred Maintenance fund.</td>
<td>The Superintendent worked with a contractor to complete a plan to finish energy efficiency work at the school site. The district continued to receive an Exemplary status on the (Facility Inspection Tool) FIT by maintaining its facilities to the highest standard. In order to fulfill this goal, the district continued to contribute $10,000 per year to its Deferred Maintenance fund.</td>
<td>Maintenance of school facility Base $10,000</td>
<td>4370 CUSTODIAL/OPERATIONS SUPPLIES Base $10431.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Energy efficiency improvements to school plant 5800 OTHER SVCS &amp; OPER EXPENDITURES Other $13,000</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Other $11,463</td>
</tr>
</tbody>
</table>
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 were implemented as written.

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

Actions were completed successfully and with fidelity. We are very happy with the ELA program selected, and the training was very well received by the teaching staff as evidenced by the teacher survey completed following each training. Teachers had the materials they needed to effectively teach their students, as a result, there were zero informal or formal complaints about standards-aligned curricular materials. Standards-aligned math consumables were purchased to support our work with the math coach. All energy efficiency improvements were completed or anticipated to be completed by the end of the school year successfully. Site Council and staff analysis of data related to this goal (student performance data, student survey, parent/guardian survey, FIT Tool) demonstrates that the goal is appropriate and our actions should be continued.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We didn't need as many math books or materials as we had anticipated. We purchased the first set of Next Generation Science Standards-aligned materials. While the science materials were listed as an expenditure in the plan, the cost was stated as "TBD". The curricular materials budgeted in Action 2 was used to make the science purchase. A decision was made to delay the purchase of additional non-fiction reading materials for our new ELA adoption to allow for alignment to the new science standards and curriculum; this decision allowed up to use the funds already allocated for instructional materials for the science kit purchase without the need to identify and/or re-allocate funds.

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, we believe that continuing the actions and services in this goal are appropriate. With the final expenditures of our Prop. 39 money, we will use our general fund to continue our green school efforts. We will not be continuing the training with Momentum for the 2019-2020 school year.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Staff will utilize best practices to improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP 18-19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. 2017/18 CAASPP scores will be used to update this goal when they are available. In 2018/19, the percentage of students meeting or exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase 5% or more from the baseline. According to Spring, 2019 local assessment results, the percentage of students meeting or exceeding standards in ELA and Mathematics will increase by 1%.

Baseline

2017 CAASP
- English/Language Arts (ELA): 59% of students Met or Exceeded Standard
- Mathematics: 48% of students Met or Exceeded Standard

We met our goal to improve CAASPP scores in ELA. In Spring, 2018, 67% of students Met or Exceeded Standard in English, which as an eight percent increase from the prior year. Unfortunately, we did not meet our goal in Mathematics. In Mathematics, our students demonstrated a two percent growth on the math section, increasing the percentage who Met or Exceeded Standard to 50% from 48% the prior year.
## Actions / Services

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

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.</td>
<td>Classroom aides were integrated into the instructional program to lower the teacher/student ratio in the classroom as well as to provide one-on-one instructional support.</td>
<td>Aide Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental $43,064</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental $34096.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aide Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Title I $8,431</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Title I $15335</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aide Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Other $29,745</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Other $28865.30</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.</td>
<td>An academic support teacher provided extra help to students in their area/s of academic need, particularly those in designated subgroups. Individual, small group, and in class support was provided as appropriate.</td>
<td>.3862 FTE Teacher Salary 1120 TEACHER SALARIES-PART TIME Title I $18,241</td>
<td>1120 TEACHER SALARIES-PART TIME Title I $17686.70</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results from local and state assessments will be used to guide and individualize instruction for all students.</td>
<td>Results from local and state assessments were used to guide and individualize instruction for all students.</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact 0</td>
</tr>
</tbody>
</table>
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.</td>
<td>The district maintained the addition of one extra professional development day to the calendar for teachers to collaborate with teachers from Happy Valley School District on Readers and Writers Workshop. Teachers focused on the overall program and how to support students in designated subgroups.</td>
<td>Teachers' Salaries - $35/hour contracted hourly rate 1100 CERT TEACHERS' SALARIES-REG. Supplemental $2,335</td>
<td>1100 CERT TEACHERS' SALARIES-REG. Title II $2051</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration. One Wednesday per month will focus specifically on the teaching of Mathematics, and one Wednesday per month will focus specifically on the teaching of English/Language Arts.</td>
<td>Teachers spent three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration. One Wednesday per month was focused specifically on the teaching of Mathematics, and one Wednesday per month focused specifically on the teaching of English/Language Arts.</td>
<td>No Fiscal Impact</td>
<td>0</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two credentialed teachers will provide instruction in physical education and science for students</td>
<td>Two credentialed teachers provided instruction in physical education and science for students</td>
<td>Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Supplemental $26,757</td>
<td>30357.30 1120 TEACHER SALARIES-PART TIME Supplemental $30357.30</td>
</tr>
</tbody>
</table>
and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.

**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in professional development opportunities in different subjects, including, but not limited to: mathematics, literacy, science, the arts, and/or the use of technology. For 2018/2019, a math coach has been hired to work with teachers to improve instruction in mathematics, including modeling lessons in the classroom, guiding teachers in lesson development and delivery, and leading after school professional development meetings with teachers. During the 2018/2019 school year, four teachers and the superintendent will attend the CUE conference.</td>
<td>Teachers participated in outside professional development in inclusive practices, art, mathematics, and science. All teachers participated in a series of professional development days dedicated to Writers Workshop. We hired a math coach to support teachers with math instructional practices and strategies. The district sent a team of teachers and the superintendent to the CUE Conference.</td>
<td>Inservices and conferences 5215 TRAVEL &amp; CONFERENCES Base $2,000</td>
<td>5215 TRAVEL &amp; CONFERENCES Base $120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conference and related expenses 5215 TRAVEL &amp; CONFERENCES Donations 9,000</td>
<td>5475.94 5215 TRAVEL &amp; CONFERENCES Base $5475.94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Coach 5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $4,000</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher stipends for after school meeting participation 1160 TEACHER SALARIES-STIPEND Supplemental $1,400</td>
<td>1160 TEACHER SALARIES-STIPEND Supplemental $538.11</td>
</tr>
</tbody>
</table>

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom teachers will implement the STARS program in lieu of regular homework. Students in grades 4-6 will have relevant work to complete at home.</td>
<td>The classroom teachers implemented the STARS program in lieu of traditional homework packets. Students in all grades had relevant work to complete at home.</td>
<td>Teacher Stipend for planning rallies and developing parent communication 1160 TEACHER</td>
<td>1160 TEACHER SALARIES-STIPEND Base $1440.60</td>
</tr>
</tbody>
</table>
work to complete at home when appropriate and necessary. One teacher worked to plan the rallies and associated activities and provide communication for the newsletter about STARS.

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>In October, the superintendent/principal, the resource One academic support teacher will hold Early Intervention Meetings and meet with each classroom teacher one at a time to discuss each of their students. Notes will be taken about every student in each class, and intervention plans will be developed for every student who needs intervention, whether it be social, emotional, academic, or otherwise. Roving subs will be hired to release classroom teachers during this time.</td>
<td>In September, the superintendent/principal, the resource One academic support teacher held Early Intervention Meetings and met with each classroom teacher one at a time to discuss each of their students. Notes were taken about every student in each class, and intervention plans were developed for every student who needed intervention, whether it be social, emotional, academic, or otherwise. Roving subs were hired to release classroom teachers during this time.</td>
<td>Substitute Salaries 1140 TEACHER SALARIES-SUBSTITUTES Supplemental $360</td>
<td>1140 TEACHER SALARIES-SUBSTITUTES Supplemental $360</td>
</tr>
</tbody>
</table>

### 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 were fully implemented. With regard to Action 7, not only did we send a team of teachers and the superintendent/principal to attend the CUE Conference, two of our teachers were invited to and presented an overview of our STARS program listed in action 8. In all, five of our seven classroom teachers were able to attend the CUE conference. Following the conference, attendees shared resources and ideas gleaned from CUE for agreement and implementation of new ideas to support our students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Despite the fact that the goal was not met (based on CAASPP scores only), we feel that the stated actions and services were partially effective. As we further implement our CCSS-aligned math and (new) ELA programs, we expect to see score continue to improve on both state and local assessments. The new NGSS-aligned materials and focus, we expect students to demonstrate growth with their scientific knowledge once a baseline is established. When reviewing student progress using local assessments, we can see improved academic growth during the year for our students overall. As a result, we are continuing this goal to maintain our focus on improving student outcomes on both local and state assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budget for staff to attend the annual CUE conference ended up roughly $3500 less than anticipated. By booking all of the flights and hotel well in advance of the conference, carpooling to and from the local airport, and renting a van, we were able to capture significant savings while not compromising the professional learning. We did not have a need to spend the full allocation for after school teacher 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.

In 2019/2020 we will be creating curriculum maps for Math, Science and ELA that articulate learning outcomes for each grade-level. Our teachers will also identify benchmark assessments that will allow us to include local assessment data on the LCAP, and to provide additional information on our students' achievement. Our teaching staff will implement Next Generation Science Standards (NGSS) with a commitment to instructional minutes at each grade-level. The district plans to rehire a math coach to work with teachers on mathematical problem solving.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 3**

Bonny Doon School will increase student and family engagement.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Parent/guardian volunteer rates remained consistent with last year. Through April, we had 513 volunteer sign-ins, and project finishing the year close to 600 volunteer sign-ins leading to an increase of approximately 1%. ADA for 2018/2019 increased slightly from 93.4% to 94.1%. Bonny Doon School had no suspensions for the 2018/2019 school year.</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19

1. Parent/guardian volunteer rates will increase by a minimum of 5% from the baseline. The volunteer rate will be tracked by the Volunteer Sign-in sheets and by attendance and participation at Parents’ Club and Bonny Doon Community School Foundation meetings and other sponsored events.
2. Student attendance will continue to improve, with Average Daily Attendance (ADA) reaching at least 94.5% at the end of 2018/2019 school year.
3. Bonny Doon School will maintain a low rate of student suspensions (less than 5 per 100 students per year).
Expected | Actual
---|---

**Baseline**

551 sign-ins were accounted for on the Volunteer Sign-In sheets. Additional volunteers attended Parent Club, Foundation, and Site Council meetings and other sponsored events. ADA for 2016/2017 was 94% and unchanged from the previous year. There were 0 suspensions in 2016/2017.

**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.</td>
<td>The Superintendent/Principal emailed a comprehensive newsletter on the first Friday of each month. Each newsletter outlined opportunities for parent engagement, curricular updates, and program information. All families had internet access, so no hard copies were provided. The newsletter was also posted to the school's website.</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will utilize the online application, Seesaw (or another comparable app), as a parent/guardian communication tool.</td>
<td>All teachers used Seesaw this year as a parent communication tool.</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Base $680</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Base $850.00</td>
</tr>
</tbody>
</table>

**Action 3**
### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance. Parents will also be informed of the exact process that will take place if absences become excessive, including a referral for a hearing. This letter will be attached to all attendance letters sent home to families whose students have excessive absences and/or tardies.</td>
<td>The Superintendent/Principal sent a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents were informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance. During LCAP Community Engagement meetings, the school's dashboard was shared, calling out our need to improve attendance rates.</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact $0</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office staff will create a list of students with excessive absences or tardies in order to better track these attendance issues as well as</td>
<td>Office staff kept a list of students with excessive absences or tardies. The list was referred to on a daily basis and kept up-to-date.</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact $0</td>
</tr>
</tbody>
</table>
intervene sooner. This list will be referred to on a daily basis so that it is up-to-date. The Superintendent/Principal will then notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administration and staff will work together to refine and communicate procedures for positive interventions and preventative discipline measures. The administration will ensure that all measures were clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.</td>
<td>The administration and staff met to discuss procedures for positive interventions and preventative discipline measures. The administration ensured that all measures were clearly understood and consistently implemented. Parents and guardians were informed of student discipline policy and procedure through the school handbook.</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact $0</td>
</tr>
</tbody>
</table>

**Action 7**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will infuse monthly &quot;Lifeskills&quot; (from the Tribes program) vocabulary and practice into their curriculum. At the end of each month, the teachers will hold an awards ceremony in their classroom to honor those students.</td>
<td>The teaching team met at the beginning of the school year to confirm a new Lifeskill for each month. We then discussed and practiced each lifeskill in their classrooms over the course of the year. The team decided that the</td>
<td>Award Certificates 4300 MATERIALS &amp; SUPPLIES Base $100</td>
<td>4300 MATERIALS &amp; SUPPLIES Base $64.00</td>
</tr>
</tbody>
</table>
who have demonstrated excellence and/or improvement in that month’s Lifeskill. Lifeskills will also be a part of the monthly STARS rallies. Awards would be given out in their classrooms instead of at an assembly.

**Action 8**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.</td>
<td>A counselor was hired to provide social/emotional support to students in designated subgroups with a demonstrated need for such support.</td>
<td>Counselor 5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $12,000</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Supplemental $14,738.25</td>
</tr>
</tbody>
</table>

**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 were implemented as written. We actually increased hours for the counselor due to increased student need.

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

Parent volunteer rates increased as did ADA, though both by a smaller percentage than stated in the desired outcomes. Teachers were very consistent about modeling and discussing the life skills in their classrooms, and student participation at the assemblies demonstrated an internalization of those skills. Classroom and office interventions as well as a focus on social/emotional life skills has proven effective in eliminating the need for student suspensions; there were no student suspensions for the 2018-2019 school year. Interventions to address attendance issues were not fully successful. Analysis shows that the excess absences are due primarily to vacations; while our attendance rate did go up slightly, it was not sufficient. Many Bonny Doon School parents/guardians pull their students out of school, sometimes more than one or two times per year, for vacations. Even when presented with research outlining the negative effects these absences can have on student performance, those families continue to pull their children out of school. We will continue our efforts on this goal as we are seeing progress.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There were no material differences between our projected and actual expenditures.

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

One change was made to this goal. Despite the efforts of the district, our parents continued to pull students out for vacation. In 2019/20, the district will again send a letter to families outlying the SARB process, adding additional research on the negative effects of absences for children, and urging families to plan vacations during school vacation days. This reminder will be sent home at the beginning of the 2019-2020 year to all families and subsequently attached to every truancy letter sent home to a family. In addition, during Board Meetings, Site Council Meetings, and community input sessions, we will share data on student attendance and compare it to state expectations to continue to develop the importance of regular attendance.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

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.
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.

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.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priorities:</td>
</tr>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

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.
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.

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.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Key stakeholders were involved in the following activities: review of student attendance and discipline data from our Student Information System, student performance data from the CAASPP and from local assessments, parent survey data (past and current), student survey data, and program review in multiple settings: Board Meetings, Faculty meetings, and School Site Council Meetings. BDUESD continued to feature an open and inclusive LCAP development process. This year, we added four community input forums as a means to further invite our community into the LCAP review and development process. These forums were held at different times to allow the maximum number of community members to access them (at drop off, before pick-up, after school, and evening.

In addition, all parents/guardians were given the opportunity to complete a comprehensive online school survey during the months of April and May 2019 aligned to the LCAP goals which asked for input on the educational program offered by Bonny Doon School. Fifty-four parents/guardians completed the survey, which is similar to 2017/2108. Every student in grades K - 6 took a survey as well. Parent and student survey results informed the LCAP team revisions and updates. In the fall, all families in the school will have the opportunity to review the results of both the parent and student school surveys. We strongly believe in sharing this information with families so that we can work together as a whole community to monitor progress, work on improvements, and celebrate successes.

The superintendent/principal discussed the LCAP and gathered input from parents and staff members during School Site Council meetings on April 25, 2019 and May 30, 2019, and members of the School Site Council reviewed the draft LCAP, providing additional input before it was brought to the school board for approval. Updates, changes, and outcomes will be discussed at the public hearing on June 10, 2019. The results of these meetings are shared in the superintendent/principal report to the school board and other school groups. Staff members were asked to provide input for the LCAP at regularly scheduled staff meetings. Teacher representatives participated in the Site Council/LCAP team and reviewed the draft LCAP to refine goals and activities and make any final recommendations for changes. Community members also had the opportunity to provide input at the regularly scheduled school board meetings when the LCAP was discussed and reviewed. At the Public Hearing on June 10, 2019, parents and community members will have additional opportunities for questions and to provide input. The Governing Board will further discuss and approve the LCAP at a board meeting to be held on June 17, 2019 in the school conference room.
Impact on LCAP and Annual Update

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

Parent input has reaffirmed our direction and mission. Our annual school parent/guardian survey showed that more than 90% of parents feel very positive about the performance of the school in the majority of areas. Parents/Guardians want us to sustain programs in the arts, science, and Life Lab at our school. 70% (compared to 75% last year) of parents/guardians feel that the STARS program supports their child's learning. From the input we have received in multiple formats, including in-person discussions, conferences, surveys and meetings, we recognize a population of our parents/guardians want regular homework for their children. After careful study, we will bring back homework incrementally in the upper grades (4-6) to provide for better home-school connection around student learning. Considering this feedback, we have worked to identify engaging approaches for students to practice at home that is aligned to classroom learning. Along with that effort, all grade-levels will create a year-at-a-glance, articulating essential, standards-based essential learning. It is clear that parents would still like more communication about what is going on in class for STARS and in general, even with the use of Seesaw, which was fully implemented this year. Because we have eliminated "traditional" homework (weekly packets), some parents continue to feel "out of the loop", as they don't regularly see work coming home. As a result, the staff has made a commitment to providing clarity to parents about expectations for students to practice skills at home, with an increase of 10 minutes of home practice each year as the students matriculate through the grades. All other academic areas had a positive response rate.

Overall, 93% of our students reported that they "like school". Student survey results are separated into two categories: K-2 and 3-6. The K-2 survey results were overwhelming positive, and only one area had less than 90% positive feedback. When asked whether students liked math, 86% of our K-2 students agreed or strongly agreed, a slight increase from the prior year (with 83% agreement). Upper grade results were also very positive overall. The students’ responses about academics were extremely positive. Similar to our K-2 students, the prompt about math fell below the 90% positive response rate. Again, this year's students showed an increase in the prompt about liking math, rising to 77% from last year's 72%. The STARS program remains an area for focus with 34% of students reporting "No" when asked if the STARS program "helps me learn the skills I need to be successful in school." The teaching staff is committed to continuing the STARS program with modifications and communication improvements. Based on stakeholder feedback, they can see that more and better communication with parents about STARS is needed. Parents need to be better informed about how their students are learning study skills in school, and teachers need to be more explicit when working with students about calling out STARS strategies as they are teaching them.

Discussions occurred to determine how we can better support our upper grade students and ensure that they feel ready for middle school. The upper grade teaching team created a transition plan for students beginning in 4th grade and building up to more work at home and responsibilities in the 6th grade. Based on our assessment results as well as input from stakeholders and recent graduates now in middle school, we have established expectations for students to work at home. Additionally, the district has rehired a math coach for the 2019/2020 school year. This coach will work directly with teachers on strategies to engage and inspire students in mathematics with a focus on critical thinking and problem solving. We feel that this work will support both our teachers and our students. Based on feedback from stakeholders, the district has increased hours for the school counselor so that she can...
serve more students. Since we have had the support of a counselor at our school, we have had no student suspensions. We are not able to directly attribute this to the addition of a counselor, but we can see that the students who are receiving support in this area are more receptive to positive interventions from the teacher and administrator.

Any additional input provided during the Public Hearing on June 10th, 2019 will help refine the LCAP goals and activities and ensure that the document is relevant and reflective of the needs of the school and community. Overall, input from all stakeholders has reaffirmed our direction and goals for the year. In the fourth year of LCAP implementation, BDUESD demonstrated a clear commitment to inclusive plan development and articulation. In an effort to promote added stakeholder access to evaluating LCAP goal progress, the parent surveys are revised each year to include specific questions related the LCAP and related Actions. Preliminary results were reviewed and included in the development of this LCAP, and final results will be reviewed this summer for team analysis in Fall, 2019. An analysis of expenditures has been conducted by the superintendent/principal. Expenditures have been adjusted based on financial activity reports to reflect actual costs in each goal area.
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 1

Bonny Doon School students will have access to high quality staff and instructional materials and a safe, efficient environment conducive to learning.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

1. All students need full access to a quality education including highly qualified teachers.
2. Students need full access to Common Core aligned instructional materials.
3. A safe, comfortable environment is necessary for optimal teaching and learning.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Properly Assigned Teaching Staff</td>
<td>100% fully Compliant teaching assignments</td>
<td>1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified</td>
<td>1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified</td>
<td>1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified</td>
</tr>
<tr>
<td>Facilities Inspection Tool (FIT) Proposition 39 Expenditures % of Student Access to Materials</td>
<td>Exemplary rating on the FIT</td>
<td>2. Bonny Doon School will maintain 100% student access to Common Core-aligned instructional materials in</td>
<td>2. Bonny Doon School will maintain 100% student access to Common Core-aligned instructional materials in</td>
<td>2. Bonny Doon School will maintain 100% student access to Common Core-aligned instructional materials in</td>
</tr>
</tbody>
</table>
### 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged Action
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.</td>
<td>Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.</td>
<td>Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$225</td>
<td>$225</td>
<td>$225</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Amount</td>
<td>$4,750</td>
<td>$4,750</td>
<td>$4,750</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Expense for one year of New Teacher Project support for a new teacher</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Expense for one year of New Teacher Project support for a new teacher</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Expense for one year of New Teacher Project support for a new teacher</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

| All |

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)
Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.

2017-18 Actions/Services

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>Lottery</td>
<td>Lottery</td>
<td>Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4100 TEXTBOOKS</td>
<td>4100 TEXTBOOKS</td>
<td>4100 TEXTBOOKS</td>
</tr>
<tr>
<td>Location(s):</td>
<td>All Schools, Specific Schools, and/or Specific Grade Spans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

All

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

Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.

2018-19 Actions/Services

Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.

2019-20 Actions/Services

Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.
### 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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will review and pilot Common Core-aligned curriculum materials in English/language arts.</td>
<td>The staff will implement the new adoption of Common Core aligned materials in English/language arts. Teachers will participate in a year or professional development in Readers and Writers Workshop through Momentum in Teaching. The district will begin to purchase materials for the science adoption.</td>
<td>The staff will continue to implement Common Core aligned materials in mathematics and English/language arts and will purchase additional materials for the science adoption.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,000</td>
<td>$10,000</td>
<td>$8,800</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4100 TEXTBOOKS Curriculum Materials</td>
<td>4100 TEXTBOOKS Curriculum Materials</td>
<td>4100 TEXTBOOKS Curriculum Materials</td>
</tr>
<tr>
<td>Amount</td>
<td>$5,600</td>
<td>$8,800</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
<td>Science materials cost to be determined (TBD)</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>Contract with Momentum in Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4

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

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

- All

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

- All Schools

**OR**

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

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

- Unchanged Action

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

- Modified Action

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

- Modified Action

#### 2017-18 Actions/Services

The Superintendent will work with a contractor to complete a plan to further increase energy efficiency at the school site.

#### 2018-19 Actions/Services

The Superintendent will work with a contractor to complete a plan to finish energy efficiency work at the school site. The district will continue to receive an Exemplary status on the (Facility Inspection Tool) FIT by maintaining its facilities to the highest standard. In order to help fulfill this goal, the district will continue to contribute $10,000 per year to its Deferred Maintenance fund.

#### 2019-20 Actions/Services

The district will continue to receive an Exemplary status on the (Facility Inspection Tool) FIT by maintaining its facilities to the highest standard. In order to help fulfill this goal, the district will continue to contribute $10,000 per year to its Deferred Maintenance fund.
continue to contribute $10,000 per year to its Deferred Maintenance fund.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>(Select from New Goal, Modified Goal, or Unchanged Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
</tr>
</tbody>
</table>

Goal 2
Staff will utilize best practices to improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
1. Not all students are meeting or exceeding academic standards.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 CAASP</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Language</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts (ELA):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met or Exceeded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48% of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met or Exceeded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. 2017/18 CAASPP scores will be used to update this goal when they are available. In 2018/19, the percentage of students meeting or exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase.
Spring, 2018, 86% of students Met or Exceeded Standard in ELA, and 86% of students Met or Exceeded Standard in Mathematics. In 2017/18, the number of students meeting and exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase 5% or more from the baseline.

According to Spring, 2019 local assessment results, the percentage of students meeting or exceeding standards in ELA and Mathematics will increase by 1%.

According to Spring, 2020 local assessment results, the percentage of students meeting or exceeding standards in ELA and Mathematics will increase by 1%.
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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- English Learners
- Low Income
- LEA-wide
- 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

Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.

2018-19 Actions/Services

Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.

2019-20 Actions/Services

Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>32,997.17</td>
<td>$43,064</td>
<td>$49,733</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td>$7,456</td>
<td>$8,431</td>
<td>$9,687</td>
</tr>
<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
</tr>
<tr>
<td>Amount</td>
<td>$27,786.30</td>
<td>$29,745</td>
<td>$30,231</td>
</tr>
<tr>
<td>Source</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
<td>2120 CLASS INSTR AIDE SAL-PARTTIME Aide Salaries</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>All</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.</td>
<td>An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.</td>
<td>An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$17,697</td>
<td>$18,241</td>
<td>$17,671</td>
</tr>
<tr>
<td>Source</td>
<td>Title I</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1120 TEACHER SALARIES-PART TIME .3892 FTE Teacher Salary</td>
<td>1120 TEACHER SALARIES-PART TIME .3862 FTE Teacher Salary</td>
<td>1120 TEACHER SALARIES-PART TIME .3862 FTE Teacher Salary</td>
</tr>
</tbody>
</table>

**Action 3**

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

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

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

OR

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

- **Students to be Served:**
  - (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add Students to be Served selection here]

- **Scope of Services:**
  - (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - [Add Scope of Services selection here]

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

Results from local and state assessments will be used to guide and individualize instruction for all students.

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2018-19 Actions/Services

Results from local and state assessments will be used to guide and individualize instruction for all students.

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2019-20 Actions/Services

Results from local and state assessments will be used to guide and individualize instruction for all students.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services
The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$2,335</td>
<td>Supplemental</td>
<td>1100 CERT TEACHERS' SALARIES-REG. Teachers' Salaries-$35/hour contracted hourly rate</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,335</td>
<td>Supplemental</td>
<td>1100 CERT TEACHERS' SALARIES-REG. Teachers' Salaries- $35/hour contracted hourly rate</td>
</tr>
<tr>
<td>2019-20</td>
<td>$2,335</td>
<td>Supplemental</td>
<td>1100 CERT TEACHERS' SALARIES-REG. Teachers' Salaries- $35/hour contracted hourly rate</td>
</tr>
</tbody>
</table>

**Action 5**

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

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

- All

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

- All Schools

**OR**

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]
Teachers will use three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration. One Wednesday per month will focus specifically on the teaching of Mathematics, and one Wednesday per month will focus specifically on the teaching of English/Language Arts.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
</tr>
</tbody>
</table>

### 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
- 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
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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.</td>
<td>Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.</td>
<td>Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$23,539</td>
<td>$26,757</td>
<td>$28,125</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1120 TEACHER SALARIES-PART TIME .40 FTE Credentialed Teacher</td>
<td>1120 TEACHER SALARIES-PART TIME Credentialed Teacher</td>
<td>1120 TEACHER SALARIES-PART TIME Credentialed Teachers</td>
</tr>
<tr>
<td>Amount</td>
<td>$41,049</td>
<td>$51,948</td>
<td>$55,632</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1120 TEACHER SALARIES-PART TIME .60 FTE Credentialed Teacher</td>
<td>1120 TEACHER SALARIES-PART TIME Credentialed Teacher</td>
<td>1120 TEACHER SALARIES-PART TIME Credentialed Teacher</td>
</tr>
</tbody>
</table>

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

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

- English Learners
- Low Income

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

- LEA-wide

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

- All Schools

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

### 2017-18 Actions/Services

Teachers will participate in outside professional development opportunities in different subjects, including, but not limited to: mathematics, literacy, science, the arts, and/or the use of technology. During the 2017/2018 school year, four teachers and the superintendent will attend the CUE conference.

### 2018-19 Actions/Services

Teachers will participate in professional development opportunities in different subjects, including, but not limited to: mathematics, literacy, science, the arts, and/or the use of technology. For 2018/2019, a math coach has been hired to work with teachers to improve instruction in mathematics, including modeling lessons in the classroom, guiding teachers in lesson development and delivery, and leading after school professional development meetings with teachers. During the 2018/2019 school year, four teachers and the superintendent will attend the CUE conference.

### 2019-20 Actions/Services

Teachers will participate in outside professional development opportunities in different subjects, including, but not limited to: mathematics, literacy, science, the arts, and/or the use of technology. Or 2019/2020, a math coach has been hired to work with teachers to improve instruction in mathematics, including modeling lessons in the classroom, guiding teachers in lesson development and delivery, and leading after school professional development meetings with teachers.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$2,000</td>
<td>Base</td>
<td>5215 TRAVEL &amp; CONFERENCES</td>
<td>$2,000</td>
<td>Base</td>
<td>5215 TRAVEL &amp; CONFERENCES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inservices and conferences</td>
<td></td>
<td></td>
<td>Inservices and conferences</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,000</td>
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<td>$2,000</td>
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<tr>
<td>2019-20</td>
<td>$2,000</td>
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<td>$9,000</td>
<td>Donations</td>
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<td>$1,400</td>
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<td>$10,000</td>
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</tr>
</tbody>
</table>

**Action 8**

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

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

- All

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

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

| Modified Action |

#### 2017-18 Actions/Services

The classroom teachers will implement the STARS program in lieu of regular homework. Students in grades 4-6 will have relevant work to complete at home when appropriate and necessary.

#### 2018-19 Actions/Services

The classroom teachers will implement the STARS program in lieu of regular homework. Students in grades 4-6 will have relevant work to complete at home when appropriate and necessary.

#### 2019-20 Actions/Services

The classroom teachers will continue the STARS program in lieu of regular homework. Students in grades 4-6 will have relevant work to complete at home when appropriate and necessary.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$1875</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend for planning rallies and developing parent communication</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend for planning rallies and developing parent communication</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend for planning rallies and developing parent communication</td>
</tr>
<tr>
<td>Amount</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend</td>
<td>1160 TEACHER SALARIES-STIPEND Teacher Stipend</td>
</tr>
</tbody>
</table>
## Action 9

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

In October, the superintendent/principal, the resource teacher, and the Title One academic support teacher will hold Early Intervention Meetings and meet with each classroom teacher one at a time to discuss each of their students. Notes will be taken about every student in each class, and intervention plans will be developed for every student who needs intervention.
whether it be social, emotional, academic, or otherwise. Roving subs will be hired to release classroom teachers during this time.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$360</td>
<td>$360</td>
<td>$360</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1140 TEACHER SALARIES-SUBSTITUTES Substitute Salaries</td>
<td>1140 TEACHER SALARIES-SUBSTITUTES Substitute Salaries</td>
<td>1140 TEACHER SALARIES-SUBSTITUTES Substitute Salaries</td>
</tr>
</tbody>
</table>
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 3
Bonny Doon School will increase student and family engagement.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

| Local Priorities: |

Identified Need:

1. Students benefit when parents are engaged at the school on some level.
2. Students need to have good attendance to maximize academic achievement and social/emotional growth.
3. Students need to feel safe at school in order to maximize academic growth.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer sign-in sheets</td>
<td>551 sign-ins were accounted for on the Volunteer Sign-In sheets. Additional volunteers attended Parent Club, Foundation, and Site</td>
<td>Parent/guardian volunteer rates will increase from 551 volunteer sign-ins by a minimum of 5%. The volunteer rate will be tracked by the Volunteer Sign-in sheets and by</td>
<td>1. Parent/guardian volunteer rates will increase by a minimum of 5% from the baseline. The volunteer rate will be tracked by the Volunteer Sign-in sheets and by attendance and</td>
<td>1. Parent/guardian volunteer rates will increase by a minimum of 5% from the baseline. The volunteer rate will be tracked by the Volunteer Sign-in sheets and by attendance and</td>
</tr>
<tr>
<td>Student Average Daily Attendance (ADA) rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Metrics/Indicators

<table>
<thead>
<tr>
<th>Council meetings and other sponsored events. ADA for 2016/2017 was 94% and unchanged from the previous year. There were 0 suspensions in 2016/2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td><strong>attendance and participation at Parents' Club and Bonny Doon Community School Foundation meetings and other sponsored events.</strong> Student attendance will continue to improve, with Average Daily Attendance (ADA) reaching at least 94.5% from 94% at the end of the 2017/2018 school year. Bonny Doon School will maintain a low rate of student suspensions (less than 5 per 100 students per year).</td>
</tr>
</tbody>
</table>

## 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
- 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
The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.

### 2018-19 Actions/Services
The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.

### 2019-20 Actions/Services
The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
</tr>
</tbody>
</table>

### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
## Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>All TK-3 teachers will utilize the online application, Seesaw (or another comparable app), as a parent/guardian communication tool.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>All teachers will utilize the online application, Seesaw (or another comparable app), as a parent/guardian communication tool.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>All primary teachers (TK-3) will fully utilize Seesaw as a communication tool.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$680</td>
<td>$680</td>
<td>$680</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

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

| 2017-18 Actions/Services |

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

| 2018-19 Actions/Services |

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

| 2019-20 Actions/Services |

### The Parent Buddy Program goal was discontinued.

### Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

### Action 4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

| All |

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

| All Schools |

**OR**

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

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

| 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 |
### Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES</td>
</tr>
<tr>
<td>Webmaster services through the COE</td>
<td>Webmaster services through the COE</td>
<td>Webmaster services through the COE</td>
<td></td>
</tr>
</tbody>
</table>

### Action 5

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

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

- All

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

- All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
  - Unchanged Action
- Select from New, Modified, or Unchanged for 2018-19
  - Modified Action
- Select from New, Modified, or Unchanged for 2019-20
  - Unchanged Action
2017-18 Actions/Services
The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.

2018-19 Actions/Services
The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance. Parents will also be informed of the exact process that will take place if absences become excessive, including a referral for a hearing. This letter will be attached to all attendance letters sent home to families whose students have excessive absences and/or tardies.

2019-20 Actions/Services
The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance. Parents will also be informed of the exact process that will take place if absences become excessive, including a referral for a hearing. This letter will be attached to all attendance letters sent home to families whose students have excessive absences and/or tardies.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
<td>No Fiscal Impact</td>
</tr>
</tbody>
</table>

Action 6
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

- All

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

- All Schools

OR

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]
Office staff will create a list of students with excessive absences or tardies in order to better track these attendance issues as well as intervene sooner. This list will be referred to on a daily basis so that it is up-to-date. The Superintendent/Principal will then notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.

Office staff will create a list of students with excessive absences or tardies in order to better track these attendance issues as well as intervene sooner. This list will be referred to on a daily basis so that it is up-to-date. The Superintendent/Principal will then notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.

Office staff will create a list of students with excessive absences or tardies in order to better track these attendance issues as well as intervene sooner. This list will be referred to on a daily basis so that it is up-to-date. The Superintendent/Principal will then notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. He will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.

### Action 7

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

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

- **All**

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

- **All Schools**

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
The administration and staff will work together to refine and communicate procedures for positive interventions and preventative discipline measures. The administration will ensure that all measures and clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services
All teachers will infuse monthly "Lifeskills" (from the Tribes program) vocabulary and practice into their curriculum. At the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.

2018-19 Actions/Services
All teachers will infuse monthly "Lifeskills" (from the Tribes program) vocabulary and practice into their curriculum. At the end of each month, the teachers will hold an awards ceremony in their classroom to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill. Lifeskills will also be a part of the monthly STARS rallies.

2019-20 Actions/Services
All teachers will infuse monthly "Lifeskills" (from the Tribes program) vocabulary and practice into their curriculum. At the end of each month, the teachers will hold an awards ceremony in their classroom to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill. Lifeskills will also be a part of the monthly STARS rallies.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Base</td>
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<td>4300 MATERIALS &amp; SUPPLIES Award Certificates</td>
<td>4300 MATERIALS &amp; SUPPLIES Award Certificates</td>
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</table>

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)

[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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
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<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

2017-18 Actions/Services

A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.

2018-19 Actions/Services

A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.

2019-20 Actions/Services

A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Counselor</td>
<td>5800 OTHER SVCS &amp; OPER EXPENDITURES Counselor</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

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

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

| New Goal |

Goal 4

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |

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

OR

Actions/Services

Budgeted Expenditures
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| New Goal |

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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

OR

Actions/Services

Budgeted Expenditures
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$55,749</td>
<td>4.38%</td>
</tr>
</tbody>
</table>

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).

BDUESD is anticipating just less than 20% (19.3%) unduplicated pupil percentage (UPP) in 2019/2020 and principally directs the supplemental funding to its disadvantaged population on a school-wide basis. Additional funds from the base are allocated towards services provided to small groups that include disadvantaged and individual students in those designated subgroups. As the district is a small, one-school K-6 district of approximately 150 students (projected for 2019/2020), these methods ensure that the services can be delivered in a grade-appropriate manner to our students in designated subgroups.

The district is delivering increased and improved services for unduplicated students beyond the basic program for its unduplicated population, well in excess of the 4.38% required. Because the district is so small and the students in each subgroup are so few, most supplemental funds are used on a school-wide basis and are principally directed to meet the needs of those unduplicated students. While we acknowledge that other students will benefit from services provided by those principally directed actions delivered on a school-wide basis, these actions were intentionally developed to meet the needs of our unduplicated student groups.

The district provides direct ELD services in the classroom for its English Language Learners and additional support through one-on-one instruction. The district has budgeted for two additional part time credentialed teachers, allowing classroom teachers to provide individual and small group instruction in the classroom to students who need extra support and differentiated instruction, particularly students from designated subgroups. The district also employs one additional classroom teacher to keep class sizes low and allow for more focus on unduplicated students. The addition of the two part time teachers and the classroom teacher is an increase of 3.0 Certificated FTE over the base number required for a total of 10 FTE.
In addition, an academic support teacher meets with the superintendent/principal and the classroom teachers on a regular basis to ensure that unduplicated students are receiving needed extra services as funded by Title 1. Full day meetings are held in late September and early October with the academic support teacher, the school resource teacher, the superintendent/principal, and individual classroom teachers to discuss all students but with a focus on intervention planning for our unduplicated students, particularly those "at-risk" students with demonstrated academic or social/emotional needs. At these early intervention meetings, the team develops plans and strategies to ensure complete access to the curriculum as well as support students' social/emotional needs. Roving substitute teachers are hired to release classroom teachers for these meetings.

Based on assessment results, parent and student input, and teacher observations, we know we need to improve our teaching of mathematics. While we demonstrated a slight growth from 2017-2018 school year to the 2018-2019 school year, we are focused on continuous and accelerated improvement. For 2019/2020, the district has re-hired a math coach to support teachers in improving their practice. Local, formative assessments indicate that our unduplicated students are experiencing difficulty engaging in math. The coach will support the teachers in a student-centered approach aligned our adopted math curriculum.

For 2019/2020, the district will increase our contract with a licensed therapist to provide social and emotional support to disadvantaged students who have a demonstrated need for such services. The BDS staff recognized the need to support our unduplicated students and principally directed funds to provide counseling services to them. This action benefits all students with need in our district/school as we recognize that social and emotional support provides greater access to and success with academics. Our plan is to increase expenditures for the counselor in order to increase the number of students who have access to this service through the use of Title 4 funds.

We will continue the STARS (Study habits, Time management, Autonomy & accountability, Responsibility & resourcefulness, Skill mastery & success) program, but teachers and administration will continue to determine improvements that better support our students, especially those in grades four through six. In particular, we need to ensure that students learn the study skills they need to meet their academic potential and that parents are fully informed about what is going on in the classroom. Our outreach this year to recent school graduates to better understand their experience transitioning to middle school is valuable data to help drive our efforts.

The school's classroom teachers will meet a minimum of one time per week for professional learning community (PLC) meetings. During the PLCs, the teachers examine their teaching practice, support each other by sharing strategies, and engage in other professional learning designed to support all students, but particularly those in designated subgroups.
**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65,189</td>
<td>5.18%</td>
</tr>
</tbody>
</table>

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

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

The district is projecting a 20% unduplicated pupil percentage (UPP) in 2018/2019 and principally directs the supplemental funding to its disadvantaged population on a school-wide basis. Additional funds from the base are allocated towards services provided to small groups that include disadvantaged students and to individual students in those designated subgroups. As the district is a small, one-school K-6 district of approximately 160 students (projected for 2018/2019), these methods ensure that the services can be delivered in a grade-appropriate manner to its students in designated subgroups.

The district is delivering increased and improved services for unduplicated students beyond the basic program for its unduplicated population, well in excess of the 5.18% required. Because the district is so small and the students in each subgroup are so few, most supplemental funds are used on a school-wide basis but are principally directed to meet the needs of those unduplicated students. While we acknowledge that other students will benefit from services provided by those principally directed actions delivered on a school-wide basis, these actions were intentionally developed to meet the needs of our unduplicated student groups.

The district provides direct ELD services in the classroom for its English Language Learners and additional support in small groups as well as one-on-one instruction. The district has budgeted for two additional part time credentialed teachers, allowing classroom teachers to provide individual and small group instruction in the classroom to students who need extra support and differentiated instruction, particularly students from designated subgroups. The district also employs one additional classroom teacher to keep class sizes low and allow for more focus on unduplicated students. The addition of the two part time teachers and the classroom teacher is an increase of 3.0 Certificated FTE over the base number required for a total of 10 FTE. In addition, an academic support teacher meets with the superintendent/principal and the classroom teachers on a regular basis to ensure that unduplicated students are receiving needed extra services. Full day meetings are held in October with the academic support teacher, the school resource teacher, the superintendent/principal, and individual classroom teachers to discuss all students but with a focus intervention planning for our unduplicated students, particularly those "at-risk" students with demonstrated academic or social/emotional needs. At these
early intervention meetings, the team develops plans and strategies to ensure complete access to the curriculum as well as support students' social/emotional needs. Roving substitute teachers are hired to release classroom teachers for these meetings.

Based on assessment results, parent and student input, and teacher observations, we know we need to improve our teaching of mathematics. For 2018/2019, the district has hired a math coach to support teachers in improving their practice. This coach will also lead after school meetings with teachers.

For 2018/2019, the district will continue to contract with a licensed therapist to provide social/emotional support to disadvantaged students who have a demonstrated need for such services. We plan to increase expenditures for the counselor in order to increase the number of students who have access to this service.

We will continue the STARS (Study habits, Time management, Autonomy & accountability, Responsibility & resourcefulness, Skill mastery & success) program, but teachers and administration will meet to determine how to make improvements that better support our students, especially those in grades four through six. In particular, we need to ensure that students learn the study skills they need to meet their academic potential and that parents are fully informed about what is going on in the classroom. We need to discuss and implement further strategies to ensure that students are properly prepared for their transition to middle school.

The school's classroom teachers will meet a minimum of one time per week for professional learning community (PLC) meetings. During the PLCs, the teachers examine their teaching practice, support each other by sharing strategies, and engage in other professional learning designed to support all students, but particularly those in designated subgroups.

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$52,013</td>
<td>4.17%</td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

The district is projecting a 21% unduplicated pupil percentage (UPP) in 2017/2018 and principally directs the supplemental funding to its disadvantaged population on a school-wide basis. Additional funds from the base are allocated towards services provided to small groups that include disadvantaged students and to individual students in those designated subgroups. As the district is a small, one-school K-6 district of approximately 171 students (projected for 2017/2018), these methods ensure that the services can be delivered in a grade-appropriate manner to its students in designated subgroups.

The district is delivering increased and improved services for unduplicated students beyond the basic program for its unduplicated population, well in excess of the 4.17% required. Because the district is so small and the students in each subgroup are so few, most supplemental funds are used on a school-wide basis but are principally directed to meet the needs of those unduplicated students.

The district provides direct ELD services in the classroom for its English Language Learners and additional support in small groups as well as one-on-one instruction. The district has budgeted for two additional part time credentialed teachers, allowing classroom teachers to provide individual and small group instruction in the classroom to students who need extra support and differentiated instruction, particularly students from designated subgroups. The district also employs one additional classroom teacher to keep class sizes low and allow for more focus on unduplicated students. The addition of the two part time teachers and the classroom teacher is an increase of 3.0 Certificated FTE over the base number required for a total of 10 FTE. In addition, an academic support teacher meets with the superintendent/principal and the classroom teachers on a regular basis to ensure that unduplicated students are receiving needed extra services. Full day meetings will be held in October with the academic support teacher, the school resource teacher, the superintendent/principal, and individual classroom teachers to discuss all students but with a focus on unduplicated students and develop plans and strategies to ensure complete access to the curriculum as well as support social/emotional needs. Roving substitute teachers will be hired to release classroom teachers for these meetings. For 2017/2018, the district will contract with a licensed therapist to provide social/emotional support to disadvantaged students who have a demonstrated need for such services. We plan to increase the number of students who are referred to the therapist due the great need for these services. Identified students will meet with the therapist up to one time per week. The district implemented the restructuring of its entire homework program to further meet the needs of all students, particularly students in designated subgroups. The new program, entitled STARS (Self-discovery, Study habits, Time management, Autonomy & accountability, Responsibility & resourcefulness, Skill mastery & success) was designed based on feedback about homework from parents, students, and teachers as well as on current research about homework. Particular focus will be given to the effectiveness of homework on students in designated subgroups. We plan to continue the STARS program in 2017/2018 with some modifications based on teacher experiences and input, student input, and parent/guardian input. The school's classroom teachers meet a minimum of one time per week for professional learning community
(PLC) meetings. During the PLCs, the teachers examine their teaching practice, support each other by sharing strategies, and engage in other professional learning designed to support all students, but particularly those in designated subgroups.
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.
Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

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

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(c) "High school graduation rate" shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:  
        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.  
        (B) The total number of students in the cohort.  
        (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:  
        (A) The number of students who either graduated as grade 11 students or who earned any of the following:  
           (i) a regular high school diploma  
           (ii) a High School Equivalency Certificate  
           (iii) an adult education diploma  
           (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.  
        (B) The number of students in the DASS graduation cohort.  
        (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).  
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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