



LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Flornoy Union Elementary School District		
Contact Name and Title	Lane Bates Superintendent	Email and Phone	lbates@flornoy.school.org 530-833-5331

2017-20 Plan Summary

THE STORY

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

Flornoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school, Flornoy today serves 22 children, TK through grade 8. Student demographics include 31.82% Free/Reduced, 18+% Special Education, 81.82% White, and 18.18% Hispanic. Flornoy currently has no Foster students enrollment and no Reclassified English Learners. During 2016-17, Flornoy staff consisted of 1 part time Superintendent/Principal, 1.5 full time teachers (0.5 FTE through MOU with Tehama County Department of Education), 1 part time paraprofessional, a part time business manager, and a part time custodian.



LCAP HIGHLIGHTS

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

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

Flournoy's LCAP goals address student achievement for all Flournoy students and providing a safe, welcoming school environment for families and children. Flournoy has a large percentage of Special Education students, which present challenges for a small, rural school district. Staff work closely with the Tehama SELPA to provide IEP services while Flournoy teachers address learning and social-emotional needs. Our instructional model is "full inclusion" which means Special Needs students are fully included in all Flournoy lessons and activities. Both teachers share responsibility to provide specialized and individualized instruction. Parent participation is important to our program and staff work closely with all families daily.

REVIEW OF PERFORMANCE

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

Due to its extreme small size, Flournoy does not receive LCFF Evaluation Rubrics data as posted on the new state Dashboard. Staff must rely on local data and student-by-student analysis of state mandated test scores.

This year, Flournoy School purchased the i-Ready assessment program to monitor student progress towards the attainment of proficiency on math and ELA State Standards. Staff use i-Ready data to also inform instruction and provide achievement information to families and students. Staff continues implementation of the full inclusion team teaching model with excellent success as evidenced by student progress, IEP goal achievement and qualitative observational data.

The school suspension rate remains at 0% and minimal discipline referrals. Absenteeism is not an issue; there are no students that would be considered chronically absent. Families report satisfaction with the instructional program, school activities and school staff.

GREATEST PROGRESS

Unduplicated subgroups are small at Flournoy with only one English Learner, no Foster students and a 31% low income rate. The school does not qualify for Title I supplemental funding. Flournoy staff is proud of their accomplishments both related to student achievement and the positive school environment. Staff knows every student well and adjusts instruction and program based on this knowledge.

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

Due to its extreme small size, Flournoy does not receive LCFF Evaluation Rubrics data as posted on the new state Dashboard. Staff must rely on local data and student-by-student analysis of state mandated test scores.

Staff have identified the following needs based on local analysis:

~ Academics - In ELA students greater than 50 points above level three scores will increase by two or more points. Students less than 20 points above level three will increase by five or more points. Students less than 100 points below level three will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 30 or more points. In Math, students less than 30 points above level three scores will increase by five or more points. Students less than 100 points below level three scores will increase by 30 or more points. Students greater than 100 points below level three scores will increase by 50 or more points.

~ Due to Special Education enrollment increase projected for 2017-18, there is a need for additional paraprofessional assistance, specialized equipment, and modifications to the physical plant

~ Professional Development - Standards implementation; how to address the challenge of the multiple-aged classroom

GREATEST NEEDS

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

PERFORMANCE GAPS

Grade level performance gaps in student performance on SBAC results over two years include reading and writing at below standard. Local assessments using DIBELS, i-Ready and Reflex math will be used to identify performance gaps. Staff meets regularly to plan for specialized instruction. Since Flournoy is so small, this specialized and targeted instructional plan is individualized on a student-by-student basis rather than by student group. New ELA curriculum was purchased and will be implemented in 2017-18.

INCREASED OR IMPROVED SERVICES

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

The projected Unduplicated percentage at Flournoy is 24% with a three year rolling average of 36.76%. Unduplicated services include individualized learning plans, supplemental instructional materials/supplies and targeted tutoring during the school day.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$367,380.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$183,817.00

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

General Administration, operating services and expenses not included in the LCAP (PG&E, garbage, propane, etc.) Special Ed Billback, Legal Services are also not included.

\$295,517

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:
 100% highly qualified instructional staff; no teacher mis-assignments
 Sufficient textbooks for all students
 Priority 2:
 CCSS professional development records
 CCSS aligned instructional materials inventories
 Priority 3:
 Parent participation numbers in Flournoy events (Back to School, Open House, field trips, student performances, teacher professional development and Site Council)
 Parent participation numbers in Teacher/Parent Conferences
 Parent survey results addressing the strength of the academic program
 Priority 4:
 As measured by state and local assessments, in ELA students greater than 50 points above level three scores will increase by two or more points. Students less than 20 points above level three will increase by five or more points. Students less than 100 points below level three will increase by 40 or more points. Students greater than 100 points below level three scores will increase by 30 or more points. In Math, students less than 30 points above level three scores will increase by five or more points. Students less than 100 points below level three scores will increase by 30 or more points. Students greater than 100 points below level three scores will increase by 50 or more points. Intervention support will be measured for effectiveness through student progress monitoring scores

ACTUAL

Priority 1:
 100% of Flournoy teachers and paraprofessionals are highly qualified instructional staff; no teacher mis-assignments
 There are sufficient textbooks for all students
 Priority 2:
 CCSS professional development included Math and Math Coaching; summer PD included new ELA/ELD Frameworks and Standards.
 CCSS aligned instructional materials inventories indicated additional SBE adopted curricula were added (Benchmark for grades K-5); teachers used online CCSS aligned resources and purchased supplementary language materials.
 Priority 3:
 Parent participation numbers in Flournoy events (Back to School, Open House, field trips, student performances, teacher professional development and Site Council) indicate good to excellent participation in all events.
 Parent participation numbers in Teacher/Parent Conferences indicate 100% participation.
 Parent survey results addressing the strength of the academic program indicate a need for more Science instruction; parents believe the school is safe and welcoming.
 Priority 4:
 K-2 students grew from 0-36% fluent on Adding/Subtracting Facts; 3-8 grew from 15% to 68% fluent on +/-x/*; 59% of students increased by one level in iReady Math & ELA . Overall 18% of our students increased two grade levels in reading fluency. Additionally 23% of our students increased one grade level in reading fluency. IEP and intervention support as well as student progress was monitored through DIBELS, Read Naturally, iReady and Reflex Math.

CELDT scores and reclassification rates will be monitored (Flournoy has only 1 english learner at present)
 Priority 7:
 Walk Throughs focused on technology integration into instruction
 Internet access stability
 Parent survey results addressing school instructional model
 Priority 8:
 College Options/other College and Career Readiness activity participation numbers

CELDT scores and reclassification rates will be monitored (Flournoy has only 1 English learner at present who is not ready for reclassification)
 Priority 7:
 Superintendent walkthroughs focused on technology integration into instruction; Internet access was upgraded through the BIIG grant and the school received upgraded laptops from the county office.
 Parent survey results addressing the full inclusion school instructional model indicate satisfaction.
 Priority 8:
 Flournoy participated in the Tehama College and Career Day and the sole 8th grade student participated in local college visitations.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.</p>	<p>ACTUAL All instructional staff were highly qualified, and appropriately assigned and received appropriate professional development, support and the materials necessary to implement CCSS/NGSS using the full inclusion instructional model.</p>
Expenditures	<p>BUDGETED Certificated salaries 1000-1999: Certificated Personnel Salaries Base 55555 Classified salaries (paraprofessionals) 2000-2999: Classified Personnel Salaries Supp/Conc 12653 Benefits 3000-3999: Employee Benefits Base 20797 Benefits 3000-3999: Employee Benefits Supp/Conc 2910 Supplies/Materials 4000-4999: Books And Supplies Supp/Conc 3000</p>	<p>ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 53905 Classified Salaries (paraprofessionals) 2000-2999: Classified Personnel Salaries Supp/Conc 14173 Benefits 3000-3999: Employee Benefits Base 17212 Benefits 3000-3999: Employee Benefits Supp/Conc 6809 Supplies/Materials 4000-4999: Books And Supplies Federal 2071</p>
Action	2	
Actions/Services	<p>PLANNED All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA standards will be integrated into the instruction.</p>	<p>ACTUAL All students are provided with sufficient CCSS aligned instructional materials. Science and Social Studies serve as core subjects and CCSS ELA standards are integrated into the instruction.</p>

<p>Expenditures</p>	<p>BUDGETED Supplies and Materials 4000-4999: Books And Supplies Lottery 1047</p>	<p>*Jump Math Books *Mystery Science Magazines *Reflex Math (free for 2016-17)</p> <p>ESTIMATED ACTUAL Supplies and Materials 4000-4999: Books And Supplies Lottery 857</p>
<p>Action 3</p>	<p>PLANNED Establish a MOU with the Tehama SELPA to provide a 0.6 FTE dually certified teacher (Multiple Subject and Mild/Moderate) for full inclusion instruction.</p> <p>BUDGETED MOU with TCDE 5000-5999: Services And Other Operating Expenditures Supp/Conc 19711</p>	<p>ACTUAL An MOU with the Tehama SELPA was established to provide a 0.6 FTE dually certified teacher (Multiple Subject and Mild/Moderate) for full inclusion instruction.</p> <p>ESTIMATED ACTUAL MOU with TCDE 5000-5999: Services And Other Operating Expenditures Supp/Conc 28290.00 MOU with TCDE 5000-5999: Services And Other Operating Expenditures Federal 4620</p>
<p>Action 4</p>	<p>PLANNED Parents will be engaged through home-school communication and participation in Site Council. Parents will be included in teacher professional development when appropriate. Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar. Communication methods may include: *Website *Monthly calendar *Weekly student work and grade reports *Blackboard Connect Autodialer *Common Goal Teacherease</p> <p>BUDGETED Software Licences 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 245 Supplies & Materials 4000-4999: Books And Supplies Base 500</p>	<p>ACTUAL Parents are engaged through home-school communication and participation in Site Council. Parents are included in teacher professional development when appropriate. Parent Conferences were in the fall; school programs were scheduled in accordance to school calendar. Communication methods included: *Website *Monthly calendar *Weekly student work and grade reports *Blackboard Connect Autodialer *Common Goal Teacherease *i-Ready Software (expense in action 1)</p> <p>ESTIMATED ACTUAL Software Licences 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 94 Supplies & Materials 4000-4999: Books And Supplies Base 708</p>
<p>Action 5</p>		

<p>Actions/Services</p>	<p>PLANNED All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *College Options activities *Field trips *Small Schools Consortium activities (Art Celebration, Science Fair, Fair Day, 8th Grade Career Day, CalSkate) *Field Day with Elkins Elementary</p>	<p>ACTUAL All Flournoy students have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *Field trips *Small Schools Consortium activities (Art Celebration, Fair Day, 8th Grade Career Day)</p>
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<p>Expenditures</p>	<p>BUDGETED Transportation & Van Maintenance 5000-5999: Services And Other Operating Expenditures Base 250 Admission Fees 5000-5999: Services And Other Operating Expenditures Supp/Conc 500</p>	<p>ESTIMATED ACTUAL Transportation 5000-5999: Services And Other Operating Expenditures Base 119 Admission Fees 5000-5999: Services And Other Operating Expenditures Supp/Conc 396</p>
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Action **6**

<p>Actions/Services</p>	<p>PLANNED Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included. *Software purchases may include: *Scholastic Reading Counts *Assorted appropriate aps *Destiny *Typing program *Technology devices will be upgraded and/or replaced as need and budget allow.</p>	<p>ACTUAL Instructional staff has integrate technology into daily lessons, assessments and student projects. Internet access has been provided through a MOU to TCDE; with desktop support included. *Software purchases included: *Scholastic Reading Counts *Assorted appropriate aps *Typing program *Technology devices were upgraded and/or replaced as needed and budget allowed.</p>
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<p>Expenditures</p>	<p>BUDGETED Software for students/Tech 5800: Professional/Consulting Services And Operating Expenditures Base 5906</p>	<p>ESTIMATED ACTUAL Software for students/Tech 5800: Professional/Consulting Services And Operating Expenditures Base 5906</p>
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Action **7**

<p>Actions/Services</p>	<p>PLANNED Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through: *Individualized Skills Practice</p>	<p>ACTUAL Flournoy students needing academic interventions received intervention support for both ELA and Math. Interventions were provided through: *Individualized Skills Practice</p>
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Expenditures	*Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF	*Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF
	BUDGETED 4000-4999: Books And Supplies Base 1500 Position related expense	ESTIMATED ACTUAL 4000-4999: Books And Supplies Base 0.00 Position related expense included in action one.

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.	Goal 1 actions/services implementation went as previously planned with no challenges.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Effectiveness was as planned. Staff work collaboratively to deliver individualized instruction, focused intervention, technology integration and opportunities for all Flournoy students and families.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1 i-Ready expenditures paid with Title II transferred to Title I. The budgeted cost was higher than the actual. Budgeted Classified Benefits did not include HW but actual does. Action 7 no additional supplies were ordered for SERRF or tutoring.
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.	The previously planned shared Elkins Field Day did not take place due to track preparation. Additionally, College Options funding ceased and activities are no longer available.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Flournoy School will provide a safe, welcoming school environment and culture.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1:
Facilities in good to excellent condition as measured annually by the Facilities Inspection Tool
Parent survey results addressing physical plant and school safety
Priority 3:
Parent Communication documentation (monthly parent calendar, website postings)
Priority 5:
Attendance to be monitored daily; target = 95%
Chronic absenteeism will be monitored
Suspension/Expulsion rates will be monitored
SARB referrals to be tracked
Priority 6:
Safety drill logs
Staff safety professional development documentation (Mandated Reporting, Sexual Harassment, etc.)
Positive social interaction and anti-bullying information documentation (website, monthly parent calendar)
Cafeteria budget monitoring for self-sufficiency

ACTUAL

Priority 1:
The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Facilities overall rating remains in good condition as measured annually by the Facilities Inspection Tool (FIT).
Parent survey results addressing physical plant and school safety indicate satisfaction.
Priority 3:
Parent Communication documentation includes a monthly calendar/lunch menu, website postings, flyers and parent outreach (all call) for reminders.
Priority 5:
Attendance is monitored daily; target = 95%; actual rate at P1 = 96.7
Chronic absentee monitoring includes 5 students; no SARB referrals at this time.
There have been no Suspensions/Expulsions.
Priority 6:
Safety drill logs indicate regular fire drill and lock down practice.
Staff safety professional development documentation includes Mandated Reporting, Sexual Harassment, Blood-borne Pathogens and ALICE training.
No reporting of negative social interaction and/or bullying information was documented on the website but students participated in National Bullying Prevention Month in October 2016.
Cafeteria budget was monitored for self-sufficiency; district continues to appropriate general fund revenue to the cafeteria budget.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.</p>	<p>ACTUAL Facilities were maintained in excellent condition; custodial and maintenance staff and supplies provided. Flournoy received consultation from Keenan Schools for potential facility safety upgrades. Professional development provided to custodial staff to ensure compliance and knowledge base is up to date. Additional Keenan training is provided for custodian during the year.</p>
Expenditures	<p>BUDGETED Custodial/Maintenance salary 2000-2999: Classified Personnel Salaries Base 15514 Benefits 3000-3999: Employee Benefits Base 3145 Supplies/Materials 4000-4999: Books And Supplies Base 3000</p>	<p>ESTIMATED ACTUAL Custodial/Maintenance Salary 2000-2999: Classified Personnel Salaries Base 15514 Benefits 3000-3999: Employee Benefits Base 3680 Supplies/Materials 4000-4999: Books And Supplies Base 4329</p>
Action	2	
Actions/Services	<p>PLANNED Maintain daily attendance and discipline records using Common Goal software; notify families of excessive absences and discipline concerns. Refer to SARB as appropriate.</p>	<p>ACTUAL Daily attendance and discipline records were maintained using Common Goal Software; families of excessive absences and discipline concerns were notified. No SARB referrals at this time.</p>
Expenditures	<p>BUDGETED Position related expense</p>	<p>ESTIMATED ACTUAL Position related expense included in Goal one Action four.</p>
Action	3	
Actions/Services	<p>PLANNED Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention.</p>	<p>ACTUAL Staff implemented the Flournoy Safety Plan and ensured monthly student safety drills to include (intruder, fire, rattlesnakes).</p>

	Updates will be posted on the website and in the monthly calendar for parent information.	Staff provided instruction related to appropriate social interactions and bullying prevention using Character Counts curriculum. Staff implemented frequent student awards and recognition ceremonies for academics and attendance. School Board kept informed regularly.
Expenditures	BUDGETED Position related expense	ESTIMATED ACTUAL Position related expense included in Goal one Action one.

Action **4**

Actions/Services	PLANNED Staff will participate in mandated training annually (using Keenan Safe Schools).	ACTUAL Staff participated in mandated training - mandated reporter, sexual harassment and blood-borne pathogens; some staff members trained in food safety (using Keenan Safe Schools). ALICE training was hosted by the county office.
Expenditures	BUDGETED Position related expense	ESTIMATED ACTUAL Position related expense included in Goal one Action one.

Action **5**

Actions/Services	PLANNED Contract with Elkins School District for cafeteria food services (lunch only) and transporting.	ACTUAL School contracted with Elkins School District for cafeteria food services (lunch only) and transporting.
Expenditures	BUDGETED MOU with Elkins 5800: Professional/Consulting Services And Operating Expenditures Federal 12175	ESTIMATED ACTUAL Cafeteria MOU with Elkins 5800: Professional/Consulting Services And Operating Expenditures Federal 12,175

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.

Goal 2 actions/services were implemented without challenge.

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

Actions/services were effective and staff, parents and students indicate satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action one exceeded the planned budgeted amount due to some underground piping repairs.

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

There are minimal changes to Goal 2 actions/services. Facility safety upgrade suggestions will be addressed as funding permits.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder involvement at Flournoy includes the following:

- *Families - notification through website, Blackboard Connect and monthly calendar
- *Regular staff discussions and feedback
- *Brochure distribution to community members during school events
- *Site Council meeting with feedback to administrator; Site Council included in brochure development
- *Flournoy Parent Club meetings
- *Parent Conferences

In addition to the above listed LCAP discussions and notifications, the following took place during 2016-17:

- *Annual Parent survey was distributed at the May Spring Program; survey results to be analyzed in the fall of 2017. Parents indicated a need for more Science instruction and sports options for all students.
- *Community and Parent Club involvement at Spring Play - May 25; community members briefed on LCAP and budget process and recommendations; comments provided to the School Board.

The 2016-17 LCAP provided for a Board-approved full inclusion team teaching pilot at Flournoy. Administration partnered with TCDE to provide an additional 0.6 FTE certificated teacher using LCFF funds. Parent stakeholders indicated satisfaction with this model. Data collected for pilot evaluation included student progress monitoring reports. Data indicated student achievement advances. Positive parent satisfaction measured through parent conferences, parent anecdotal comments and the Parent Survey. Internet access improved; all students were able to test on site during 2016-17.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input/feedback from these conversations and groups helped shape the LCAP revision for 2017-18.

Based on this analysis, the 2017-18 LCAP will include:

- ~ More training for staff related to Standards implementation, NGSS lessons and multi-grade classroom planning and instructional delivery.
- ~ Continued implementation of the full inclusion team teaching model
- ~ Continued implementation of technology integrated into instruction
- ~ Continued parent involvement through parent conferences, web-site notifications, Site Council, monthly calendar and school activities
- ~ Additional opportunities for College and Career Readiness as available
- ~ Continued interventions for students performing below grade level; i-Ready assessment implementation at all grades.
- ~ More sports options for students - during and after the school day



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and local assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Flournoy staff relied upon local assessments to determine student proficiency in ELA and Math. These curriculum based measures indicate continued focus on reading fluency, sight words and comprehension. I-Ready will assist staff with focused student needs for both ELA and Math. Student achievement in writing remains an instructional needs. The need continues for the full inclusion team teaching model; sources indicate effectiveness of this model (DIBELS and i-Ready progress monitoring and anecdotal comments from parents). Budget limitations prevent a full adoption of new Math materials; staff makes use of supplemental materials for ELA and Math (print and on-line) but there is a need for focused materials to assist staff choices. Technology needs include Chromebook replacement as budget allows.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Scores i-Ready DIBELS CELDT Scores Reclassification Rights Williams Reports Professional Develop Records/CCSS implementation. Parent Surveys-Broad course of study satisfaction, parent participation Student technology access	When comparing our students (including SPED) with two years of SBAC Data (14/15,15/16), all students demonstrated growth in Math and 67% of students demonstrated growth in ELA. There were no Williams reports for 2016-17 Parent survey results indicated the need for more science instruction. The one English learner is making progress on the CELDT but is too young to reclassify.	Priority 1: 100% highly qualified instructional staff; no teacher mis-assignments Sufficient textbooks for all students Facilities improved as budget allows Priority 2: CCSS professional development records CCSS aligned instructional materials inventories Priority 3: Parent participation in Flournoy events and teacher conferences	Priority 1: 100% highly qualified instructional staff; no teacher mis-assignments Sufficient textbooks for all students Facilities improved as budget allows Priority 2: CCSS professional development records CCSS aligned instructional materials inventories CCSS teacher lessons	Priority 1: 100% highly qualified instructional staff; no teacher mis-assignments Sufficient textbooks for all students Facilities improved as budget allows Priority 2: CCSS professional development records CCSS aligned instructional materials inventories CCSS teacher lessons

	<p>Professional development needs continue. One to one technology access No middle school dropouts Need for CCSS implementation professional development.</p>	<p>Parent survey results Priority 4: All students will advance at a minimum one year's growth in ELA and Math as measured by state and local assessments Intervention support effectiveness will be measured by student progress and monitoring scores CELDT/ELPAC scores and reclassification rates will be monitored Priority 7: Walk Throughs focused on technology integration into instruction Parent survey results addressing a broad course of study Priority 8: Teacher lessons indicating C/CR activities</p>	<p>Priority 3: Parent participation in Flournoy events and teacher conferences Parent survey results Priority 4: All students will advance at a minimum one year's growth in ELA and Math as measured by state and local assessments Intervention support effectiveness will be measured by student progress monitoring scores CELDT/ELPAC scores and reclassification rates will be monitored Priority 7: Walk Throughs focused on technology integration into instruction Parent survey results addressing a broad course of study Priority 8: Teacher lessons indicating C/CR activities</p>	<p>Priority 3: Parent participation in Flournoy events and teacher conferences Parent survey results Priority 4: All students will advance at a minimum one year's growth in ELA and Math as measured by state and local assessments Intervention support effectiveness will be measured by student progress monitoring scores CELDT/ELPAC scores and reclassification rates will be monitored Priority 7: Walk Throughs focused on technology integration into instruction Parent survey results addressing a broad course of study Priority 8: Teacher lessons indicating C/CR activities</p>
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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:

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]</p>
<p><u>Location(s)</u></p>	<p><input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____</p>

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>
<p><u>Scope of Services</u></p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

2018-19

New Modified Unchanged

All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

2019-20

New Modified Unchanged

All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

BUDGETED EXPENDITURES

2017-18

Amount	57,452
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salaries
Amount	18,897
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits

2018-19

Amount	58,601
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	19,275
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits

2019-20

Amount	59,773
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	19,660
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.
*Planned purchase of 7th and 8th grade ELA state adopted instructional materials.

2018-19

New Modified Unchanged

All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.
*Planned purchase of 7th and 8th grade ELA state adopted instructional materials.

2019-20

New Modified Unchanged

All students will be provided sufficient CCSS aligned instructional materials. Science and Social Studies will serve as core subjects and CCSS ELA and Math standards will be integrated into the instruction.
*Planned purchase of 7th and 8th grade ELA state adopted instructional materials.

BUDGETED EXPENDITURES

2017-18

Amount	1047
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Supplies and Materials

2018-19

Amount	1047
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Supplies and Materials

2019-20

Amount	1047
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Supplies and Materials

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist and 0.4 FTE of general education program services for dually certified teacher (Multiple Subject and Mild/Moderate) for full inclusion instruction.

2018-19

- New Modified Unchanged

Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist and 0.4 FTE of general education program services for dually certified teacher (Multiple Subject and Mild/Moderate) for full inclusion instruction.

2019-20

- New Modified Unchanged

Establish a MOU with the Tehama SELPA to provide a 0.2 FTE of resource specialist and 0.4 FTE of general education program services for dually certified teacher (Multiple Subject and Mild/Moderate) for full inclusion instruction.

BUDGETED EXPENDITURES

2017-18

Amount	32,911
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures MOU with TCDE
Amount	7,894
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	33,569
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures MOU with TCDE
Amount	8,052
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	34,240
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures MOU with TCDE
Amount	8,213
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Parents will be engaged through home-school communication and participation in Site Council. Parents will be included in teacher professional development when appropriate.
 Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar.
 Communication methods may include:
 *Website
 *Monthly calendar
 *Weekly student work and grade reports
 *Blackboard Connect Autodialer
 *Common Goal Teacherease

2018-19

New Modified Unchanged

Parents will be engaged through home-school communication and participation in Site Council. Parents will be included in teacher professional development when appropriate.
 Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar.
 Communication methods may include:
 *Website
 *Monthly calendar
 *Weekly student work and grade reports
 *Blackboard Connect Autodialer
 *Common Goal Teacherease

2019-20

New Modified Unchanged

Parents will be engaged through home-school communication and participation in Site Council. Parents will be included in teacher professional development when appropriate.
 Parent Conferences will occur in the fall; school programs will be scheduled in accordance to school calendar.
 Communication methods may include:
 *Website
 *Monthly calendar
 *Weekly student work and grade reports
 *Blackboard Connect Autodialer
 *Common Goal Teacherease

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	100	Amount	100	Amount	100
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software licences	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software Licences	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	717	Amount	717	Amount	717
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies and materials	Budget Reference	4000-4999: Books And Supplies Supplies and Materials	Budget Reference	4000-4999: Books And Supplies Supplies and Materials

Action **5**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include:
 *College Options activities
 *Field trips
 *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)

All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include:
 *College Options activities
 *Field trips
 *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)

Il Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include:
 *College Options activities
 *Field trips
 *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)

BUDGETED EXPENDITURES

2017-18

Amount	250
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation and Van Maintenance
Amount	500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trip Admission Fees

2018-19

Amount	250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation and Van Maintenance
Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trip Admission Fees

2019-20

Amount	250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation and Van Maintenance
Amount	500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trip Admission Fees

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included.
 *Software purchases may include:
 *Assessment software, Reflex Math, i-Ready
 *Scholastic Reading Counts
 *Assorted appropriate aps
 *Typing program
 *Technology devices will be upgraded and/or replaced as need and budget allow.

2018-19

New Modified Unchanged

Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included.
 *Software purchases may include:
 *Assessment software
 *Scholastic Reading Counts
 *Assorted appropriate aps
 *Typing program
 *Technology devices will be upgraded and/or replaced as need and budget allow.

2019-20

New Modified Unchanged

Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included.
 *Software purchases may include:
 *Assessment software
 *Scholastic Reading Counts
 *Assorted appropriate aps
 *Typing program
 *Technology devices will be upgraded and/or replaced as need and budget allow.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 3270
 Source Base
 Budget Reference 4000-4999: Books And Supplies Software for students/tech

2018-19

Amount 3270
 Source Base
 Budget Reference 4000-4999: Books And Supplies Software for student/tech

2019-20

Amount 3270
 Source Base
 Budget Reference 4000-4999: Books And Supplies Software for student/tech

Action **7**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through:
 *Individualized Skills Practice
 *Full inclusion certificated instruction and Resource Teacher time
 *After school tutoring as necessary
 *SERRF

2018-19

New Modified Unchanged

Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through:
 *Individualized Skills Practice
 *Full inclusion certificated instruction and Resource Teacher time
 *After school tutoring as necessary
 *SERRF

2019-20

New Modified Unchanged

Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through:
 *Individualized Skills Practice
 *Full inclusion certificated instruction and Resource Teacher time
 *After school tutoring as necessary
 *SERRF

BUDGETED EXPENDITURES

2017-18

Amount 1500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and materials

2018-19

Amount 1500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and Materials

2019-20

Amount 1500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and Materials

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

paraprofessionals will be highly qualified, and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

2018-19

- New Modified Unchanged

paraprofessionals will be highly qualified, and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

2019-20

- New Modified Unchanged

paraprofessionals will be highly qualified, and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.

BUDGETED EXPENDITURES

2017-18

Amount	14173
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Paraprofessionals
Amount	7,144
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	3000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Supplies/Materials

2018-19

Amount	14457
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Paraprofessionals
Amount	7,501
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	3000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Supplies/Materials

2019-20

Amount	14746
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Paraprofessionals
Amount	7,876
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits
Amount	3000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Supplies/Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Flournoy School will provide a safe, welcoming school environment and culture.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Flournoy School provides a modern and safe physical plant. There have been no Williams Act complaints filed. Keenan consultation suggestions indicate some minor safety upgrades for physical plant. New enrollment data indicate a need for additional equipment and physical plant modifications to meet student needs. Tehama SELPA will partner with Flournoy staff and School Board to meet these needs. Discipline referrals indicate minor issues. There were no suspensions or expulsions during 2015-16.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates/Chronic absenteeism rates Bullying reports Suspension and expulsions reports FIT reports Middle school dropout rates	FIT good repair status. 100% participation in staff safety training; 100% compliance with safety drills NCSIG annual inspection status positive. Parent satisfaction for student safety and school environment. P1 Attendance for 2016-17 = <u>22.71</u> 0 suspensions; 0 expulsions	Priority 1: Facilities in good to excellent condition Parent survey results indicating safe school Priority 3: Parent Communication documentation Priority 5: Attendance target = 95% No chronic absenteeism No suspensions No expulsion No SARB referrals Priority 6: 100% compliance with safety drills and staff safety professional development No negative social interaction and/or bullying reports	Priority 1: Facilities in good to excellent condition Parent survey results indicating safe school Priority 3: Parent Communication documentation Priority 5: Attendance target = 95% No chronic absenteeism No suspensions No expulsion No SARB referrals Priority 6: 100% compliance with safety drills and staff safety professional development No negative social interaction and/or bullying reports	Priority 1: Facilities in good to excellent condition Parent survey results indicating safe school Priority 3: Parent Communication documentation Priority 5: Attendance target = 95% No chronic absenteeism No suspensions No expulsion No SARB referrals Priority 6: 100% compliance with safety drills and staff safety professional development No negative social interaction and/or bullying reports

	0 SARB reports			
	0 negative social interaction and bullying reports			

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.

2018-19

New Modified Unchanged

Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.

2019-20

New Modified Unchanged

Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.

Physical plant modifications will be made in accordance to student Special Needs requirements with help from the Tehama SELPA.

BUDGETED EXPENDITURES

2017-18

Amount	15821
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/Maintenance salary
Amount	3716
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	3000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies/Materials
Amount	250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel/Training

2018-19

Amount	16137
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/Maintenance salary
Amount	4411
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	3000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies/Materials
Amount	250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel/Training

2019-20

Amount	16460
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/Maintenance salary
Amount	5364
Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	3000
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies and Materials
Amount	250
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel/Training

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain daily attendance and discipline records using Common Goal software; notify families of excessive absences and discipline concerns. Refer to SARB as appropriate.

2018-19

New Modified Unchanged

Maintain daily attendance and discipline records using Common Goal software; notify families of excessive absences and discipline concerns. Refer to SARB as appropriate.

2019-20

New Modified Unchanged

Maintain daily attendance and discipline records using Common Goal software; notify families of excessive absences and discipline concerns. Refer to SARB as appropriate.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Position related expense in Goal one Action one
------------------	---

2018-19

Budget Reference	Position related expense in Goal one Action one
------------------	---

2019-20

Budget Reference	Position related expense in Goal one Action one
------------------	---

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.

2018-19

New Modified Unchanged

Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.

2019-20

New Modified Unchanged

Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Position related expense in Goal one Action one
------------------	---

2018-19

Budget Reference	Position related expense in Goal one Action one
------------------	---

2019-20

Budget Reference	Position related expense in Goal one Action one
------------------	---

Action **4**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff will participate in mandated training annually (using Keenan Safe Schools).

2018-19

New Modified Unchanged

Staff will participate in mandated training annually (using Keenan Safe Schools).

2019-20

New Modified Unchanged

Staff will participate in mandated training annually (using Keenan Safe Schools).

BUDGETED EXPENDITURES

2017-18

Budget Reference: Position related expense in Goal one Action one

2018-19

Budget Reference: Position related expense in Goal one Action one

2019-20

Budget Reference: Position related expense in Goal one Action one

Action **5**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Contract with Elkins School District for cafeteria food services (lunch only) and transporting.

2018-19

New Modified Unchanged

Contract with Elkins School District for cafeteria food services (lunch only) and transporting.

2019-20

New Modified Unchanged

Contract with Elkins School District for cafeteria food services (lunch only) and transporting.

BUDGETED EXPENDITURES

2017-18

Amount	12175
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cafeteria MOU with Elkins

2018-19

Amount	13000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cafeteria MOU with Elkins

2019-20

Amount	13500
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cafeteria MOU with Elkins

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$13576

Percentage to Increase or Improve Services: 4.84%

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](#)).

Flournoy Elementary School is very small, with a projection of only 25 students and a 2017-18 unduplicated percentage of 24% (36.76% three year rolling average). Schoolwide use of supplemental and concentration funds is justified because students already receive very personalized and individual instruction based on their targeted needs, regardless of their background, income level, home/primary language, or familial status. The school is projected to spend \$39,794.00 for the 2017-2018 school year for unduplicated low income, foster youth, and English learner students. These funds support the "Individualized Skills Practice (ISP)" program-- ISP provides all students with extra assistance in their own area of greatest need. The ISP program was implemented in the 2013-2014 school year and has proven extremely effective in improving achievement for all students as measured by local school assessments. It was developed at Flournoy to meet Flournoy student needs. Flournoy has also implemented the full-inclusion model for Special Education students. Goal 1 Action 3 is primarily for improved services for unduplicated students providing additional support above and beyond services identified in student IEPs. Although these services are directed at unduplicated students the support is effective for all students. Funds have been used to continue the teaching staff by .6 FTE through contracted services of the Tehama County SELPA. We use a dually-certified teacher to allow for individualized and small group instruction for both general ed and special ed students.

According to the FCMAT calculator, Flournoy must spend at least 4.84% (or \$13576.00) on the specific subgroups of foster youth, low income pupils, and English learners. These funds are largely used for the support of instructional aide time and classroom teacher time to support the full-inclusion model for Special Education. The additional staffing of paraprofessionals and .5 FTE of a certificated teacher allow for the single TK-8 classroom to be split into smaller groups to provide individualized and small group instruction daily.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	158,408.00	170,858.00	183,817.00	188,637.00	193,466.00	565,920.00
Base	106,167.00	101,373.00	123,292.00	127,563.00	131,057.00	381,912.00
Federal	12,175.00	18,866.00	0.00	0.00	0.00	0.00
Lottery	1,047.00	857.00	1,047.00	1,047.00	1,047.00	3,141.00
Supp/Conc	39,019.00	49,762.00	59,478.00	60,027.00	61,362.00	180,867.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	158,408.00	170,858.00	183,817.00	188,637.00	193,466.00	565,920.00
1000-1999: Certificated Personnel Salaries	55,555.00	53,905.00	65,346.00	66,653.00	67,986.00	199,985.00
2000-2999: Classified Personnel Salaries	28,167.00	29,687.00	29,994.00	30,594.00	31,206.00	91,794.00
3000-3999: Employee Benefits	26,852.00	27,701.00	29,757.00	31,187.00	32,900.00	93,844.00
4000-4999: Books And Supplies	9,047.00	7,965.00	12,534.00	12,534.00	12,534.00	37,602.00
5000-5999: Services And Other Operating Expenditures	20,461.00	33,425.00	33,911.00	34,569.00	35,240.00	103,720.00
5800: Professional/Consulting Services And Operating Expenditures	18,326.00	18,175.00	12,275.00	13,100.00	13,600.00	38,975.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	158,408.00	170,858.00	183,817.00	188,637.00	193,466.00	565,920.00
1000-1999: Certificated Personnel Salaries	Base	55,555.00	53,905.00	65,346.00	66,653.00	67,986.00	199,985.00
2000-2999: Classified Personnel Salaries	Base	15,514.00	15,514.00	15,821.00	16,137.00	16,460.00	48,418.00
2000-2999: Classified Personnel Salaries	Supp/Conc	12,653.00	14,173.00	14,173.00	14,457.00	14,746.00	43,376.00
3000-3999: Employee Benefits	Base	23,942.00	20,892.00	22,613.00	23,686.00	25,024.00	71,323.00
3000-3999: Employee Benefits	Supp/Conc	2,910.00	6,809.00	7,144.00	7,501.00	7,876.00	22,521.00
4000-4999: Books And Supplies	Base	5,000.00	5,037.00	6,987.00	6,987.00	6,987.00	20,961.00
4000-4999: Books And Supplies	Federal	0.00	2,071.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	1,047.00	857.00	1,047.00	1,047.00	1,047.00	3,141.00
4000-4999: Books And Supplies	Supp/Conc	3,000.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	Base	250.00	119.00	250.00	1,000.00	1,000.00	2,250.00
5000-5999: Services And Other Operating Expenditures	Federal	0.00	4,620.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	20,211.00	28,686.00	33,661.00	33,569.00	34,240.00	101,470.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,906.00	5,906.00	12,275.00	13,100.00	13,600.00	38,975.00
5800: Professional/Consulting Services And Operating Expenditures	Federal	12,175.00	12,175.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supp/Conc	245.00	94.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	148,855.00	151,839.00	154,892.00	455,586.00
Goal 2	34,962.00	36,798.00	38,574.00	110,334.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

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