

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.

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2017-20 Plan Summary

THE STORY

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

Reeds Creek Elementary School is located in Tehama County, about six miles west of the town of Red Bluff. This single-school, school district covers a broad range of 35 square country miles. Perched atop a grassy knoll, the eight acre campus is surrounded by meadows, rolling hills, meandering creeks, and large stands of oak and pine trees. There are no stores, gas stations, or other services located within our district boundaries. In fact, there are few commercial businesses and only a couple large scale ranches that exist in our small, rural community; therefore, the school serves as the hub of activity for the Reeds Creek residents. After school hours and on weekends, the site is host to 4-H meetings, local homeowner association meetings, and small scale family get-togethers. The Reeds Creek community has a strong sense of ownership, pride, and personal connection to our school. Many students that attend today can trace their roots back to the school's first student body. Local residents often stop by to say hello, donate items, and to volunteer their time and energies at school.

Reeds Creek School has a rich history dating back to the 1850's. It was one of three original schools established in our county. The school has existed in two other locations around the Reeds Creek community and relics of old buildings are still present there. Eventually, the school was rebuilt on donated land at the juncture of Reeds Creek and Johnson Roads. This is where it sits today. A small building was originally constructed, now referred to as the quad building; but the student population grew out of the small facility, so improvements were made and more buildings were added over the years. Currently, the campus consists of the older quad building, which houses four classrooms (transitional kindergarten/kindergarten, first/second grade, second/third grade, and the Resource program), a small staff kitchen, a work room/break area for staff, student and staff bathrooms. To the west is a library/media center and a district office. To the southeast of the quad building, stands the main office, principal's office, health room, gym/cafeteria, main kitchen, food storage, custodial office/storage, and two student multi-user bathrooms. North of the gym stands a two room building which houses our 4th-6th grades, and a certified greenhouse. To the south of the gym, is a newer building that was added in 2008. It has two classrooms, which houses 7th and 8th grades. It also has two staff and two student multi-user bathrooms. There are two additional buildings used for storage, located at the front gate and southeast of the gym. We are currently working on repairs to the building by the front gate so that it can be brought back into service as a district office, and the district office that is presently in use will be transitioning to a classroom for another program.

Our campus is well known for its beauty and admired for its tranquility and closeness to nature. The large expanse of green, grassy lawns provides students with many areas for to play and enjoy physical education activities. The majestic oak trees provide shade for students and respite for the local wildlife. In the early mornings and evenings, you can often view the local deer, turkeys, quail, and squirrels enjoying the campus resources. Even the occasional rattlesnake will

frequent the facilities; but not to worry, our students are trained on what to do should they see one! To the north of the upper lawns is the infamous steep hill which leads down to the lower field that contains four-square courts, two full and two half basketball courts, two softball diamonds, swing set, monkey bars, tether-ball court, and a large play structure. We had to remove some of the iconic play toys (e.g. merry-go-round and tall, metal slide) due to insurance liability issues. If funds become available, the Board of Trustees would like to add additional play structures for students to enjoy. Out front of the main office/gym is the parking lot, which is quite small and does not meet our needs for parking, especially during school events and extracurricular activities. If an opportunity arises in the future, the district has indicated that it is interested in expanding the parking lot to add additional parking spaces, improve traffic flow, and increase student safety. Fencing and electronic surveillance cameras were added over the past few years to increase campus security, and more upgrades will continue to take place as funds become available.

Enrollment has steadily grown over the past few years as improvements were made to systems and structures. Our reputation in the community is positive and parents often refer friends and relatives to our school. Enrollment is currently at 147, but was over 150 for the majority of the 2016-17 school year, with peak enrollment at 158. (Enrollment in May 2016 was 141 students in Transitional Kindergarten through eighth grades. It was 130 in May 2015, and 118 in May 2014.) Our inter-district numbers continue to rise as people from the city of Red Bluff seek rural alternatives to enrollment at the larger city schools. Out of district parents cite our positive school climate, beautiful and safe campus, small class sizes, and reputation for family connectedness as the main reasons for their application to our district. There is one private school located within our school boundaries and we have a positive working relationship with its proprietor. There is a plan for the private school to increase its visibility by adding buildings and new programs. There have also been inquiries by charter schools who wish to establish their schools within our boundaries. These may become competitive factors in the future and the district may need to consider the effects that their influence can have on interdistrict enrollment. We are projecting another year of high enrollment in 2017-18. Early enrollment reflects that beginning numbers may be as high as 156 with a full TK/Kinder classroom.

October 2016 CBEDS numbers reflect a student population of 150. This was comprised of mostly white students, with only 14% reflecting Hispanic ethnicity, 4% Asian, and 2% African American. Diversity is not high at Reeds Creek School, so teachers and administration have to work extra hard to help students learn about other cultures and backgrounds in order to broaden their worldview. We do this through field trips (both virtual and real), inviting guests in as presenters, and celebrating ethnic events from around the world. This year's holiday program was dedicated to "December around the World" and highlighted celebrations from many parts of the world and various ethnic groups.

The 2016 unduplicated count for Reeds Creek School was 87, which is 57.96%. This free/reduced lunch program count is lower than previous years, but reflects that our parents are not as impoverished as they have been in prior years. Though we want our parents to prosper, we are concerned about meeting the target percentage of 55% next year, which makes us eligible for concentration funds under LCFF (Local Control Funding Formula). We have an extremely low number of English Learners and few Foster/Homeless children. We have a Special Education population of around 17 students. These students receive a variety of services, including speech, academic instructional support, and behavioral support. Our SPED numbers have decreased and we will be reducing our contract for services from four to three days next school year.

Under the new Accountability Dashboard, we show red for suspensions and state testing progress (last year) in mathematics, and we scored in the yellow for ELA progress. We are working to reduce our number of out of school suspensions by providing instruction on campus for suspended individuals under the direction of a certificated person, which is usually the school principal. We are also fully utilizing other structures instead of suspending; such as community service time, loss of school privileges, added supervision, and alternative daily schedules. With implementation and staff training of PBIS (Positive Behavior Intervention and Supports), we hope to see a reduction of referrals for highly aggressive behaviors resulting in out of school suspension and possible expulsion. We hope to continue PBIS at Level Two Plus next school year. As for mathematics, we can attribute low scores last school year to several things. The first is that we tested early in our window, about six weeks earlier than the previous year; this resulted in fewer instructional days and less concepts covered prior to testing. The reason for testing early in the window is that technology issues plagued our school. There were few reliable, operational devices available for testing (18 desktops only), and internet bandwidth was extremely low, inconsistent, and glitchy. In addition, that was the first year that students were instructed with a brand new math curriculum aligned to Common Core standards and it was a difficult transition for our learners to make. As for English Language Arts, we scored in the yellow last year which was comparable with neighboring schools. It is still considered low and needs improvement as we move into the new school year.

In addition to the technology issues already mentioned, the next biggest factors that drastically affect our academic progress and achievement are the high number of combination classrooms on our campus and low number of instructors and paraprofessionals to provide tier II academic interventions and support during the regular school day. Teachers attempt to reach all their learners, but it a monumental balancing act that must be performed daily to maximize

instruction time, differentiate instruction for a variety of learners, and provide high quality first instruction on all subjects to at least two grade levels in a single classroom. This leaves little time in the regular school day to reteach lessons, support struggling learners, and provide additional learning opportunities for those at level or needing more challenge. Teachers do provide voluntary afterschool tutoring services to students who are considered academically at-risk; but because our staff is so few in number and available funding is always an issue, this is our best attempt to provide another layer of support to our struggling learners. Teachers are paid extra-duty pay for providing tutoring services to students outside of the regular contract hours. There is little paraprofessional support on our site for teachers and students outside the primary instruction range because the district cannot afford the additional costs. Tier III opportunities for support are limited to a four day per week Resource teacher and a paraprofessional who provides Kinder through third grade reading support for one hour forty-five minutes per day. We tried to create a temporary fix for this by utilizing computer programs for academic support and challenge. Unfortunately, we were not able to purchase the new technology and devices to make this happen due to our structural deficit and declining reserve fund. And, the programs we did purchase were not able to be utilized to their fullest potential because there were not enough staff members on campus to input and monitor data, make necessary repairs to aging equipment, and provide students with supervision and monitoring while on the programs. Certainly, relying on a computer for supplemental instruction is not ideal, but it does provide opportunity for students to practice building skills at their independent learning levels, so there is a benefit to be gained from it.

Learning and enrichment for Transitional Kindergarten and Kindergarten students is offered free of charge to families through a partnership the district has established with the after school SERRF program. This expands learning and enrichment for our TK/K students for an additional three hours beyond the regular school day. We also encourage our students in first through eighth grades to attend the daily SERRF program from the close of school to 6:00 p.m., taking advantage of homework help, academic coaching, recreational opportunities, meals, and added adult supervision. In the future, we hope to continue this close relationship with SERRF; we believe is a benefit to our students, their parents, and to our community.

In the 2016-17 school year, we created a new teaching position. This added to our structural deficit and made the purchase of new computers and devices unachievable, but it was necessary to do to avoid a three grade level split and keep class sizes small. Not only were we able to avoid the three level split, but we were also able to reduce the number of combination classes on campus and create a straight seventh and a straight eighth grade. This was very much appreciated by parents and staff! The district also added 10% to the TK/Kinder teaching position, bringing it from a 0.6 FTE position to a 0.7 FTE. This allowed the district to meet the mandate of providing designated instruction to our English Learner students. In addition to our 6.7 teachers on staff, we moved forward with special Memorandums of Understanding with various agencies and contracted services for a four day per week (80%) Resource teacher, one day per week School Counselor (20%), one day per week (20%) Physical Education Specialist, and a CBO. We maintained our paraprofessional/supervision staff, which includes three part-time classroom/supervision aides and one seven hour behavior management paraprofessional. A resignation from our long-term bus driver/paraprofessional led to a scramble to rehire the bus driving position. We were unable to locate anyone interested in filling the split schedule and rehired two people to share the hours. The district helped cover the costs of training for these two employees because busing is a high priority and drivers are in such short supply in our area. We were also able to maintain our school secretary, administrative assistant, CMG (Custodial, Maintenance and Grounds person), supervision/cafeeteria assistant, and cafeteria manager/cook. The cafeteria manager/cook's hours were increased to eight daily and extra days were added to her schedule to address the growing demands of the cafeteria. The cook's assistant position was also increased by one hour per day for this reason. Mid year, our administrative assistant, 20% contracted school counselor, and 7 hour per day behavior management paraprofessional took employment elsewhere. The administrative assistant position was upgraded to a Business Manager, and moved from an hourly rate to salaried position with extra pay and working days. Our contracted CBO remained with us on an MOU to help train the new Business Manager and oversee our financial needs, but she will only provide services to us through December 2017. The Board of Trustees has opted not to rehire the positions of counselor and behavior management paraprofessional at this time in order to reduce the structural deficit. We were also able to maintain the full-time principal and part-time superintendent (20%) positions, but both individuals will be leaving in June 2017. At that time, a decision will have to be made by the Board of Trustees about recombining the job into one single position or keeping it separated into two different positions. County contracted services this year include the Resource teacher (80%), speech teacher, school psychologist (fee based), nurse, SARB Coordinator (for truancy issues), and a technology support assistant. These are all very part-time services. In addition, other MOUs with the Tehama County Department of Education support our school by providing access to TCDE resources for consultation, oversight, program guidance, and professional development. The MOU's are important to maintain because it provides the district access to mandated services that we cannot afford to purchase on our own.

Supporting the needs of a small school continues to be an issue for the district and Board of Trustees. Many small schools recently found themselves in a state of insolvency and have lapsed into larger school districts. Reeds Creek is one of the few single school school districts still remaining in Tehama County. Though we are hopeful that we can survive to instruct future generations, our reserve is in decline and tough decisions will have to be made in the near

future. The Board of Trustees was presented with a report from our CBO in January 2016 that showed we would have a qualified budget three years out if we continued on the same spending track. This led to some difficult conversations and decisions were made to not to fill the vacated Behavior Management Paraprofessional and Counselor positions for the remainder of 2016-17 school year and for the 2017-18 school year. The board also voted to decrease professional development monies for the 2017-18 school year, end the current CBO's contract in December 2017, and end our paid agreement with an outside person who negotiates with school unions on the district's behalf. These were hard cuts to make, but it is estimated that this will save the district around \$70,000, which addresses the majority of the structural deficit. The district also has to consider that Special Education costs are on the rise, as are the minimum wage and retirement costs from STRS and PERS. These expenses continue to eat away at our dwindling reserve. On a positive note, the district was able to keep the extra teaching position in tact for the next school year, along with the 20% PE Specialist position, and the 10% teaching time added to our TK/Kinder teaching position so that our English Learners can receive their designated ELD instruction. They will also attempt to keep the paraprofessional support in tact for primary classrooms in 2017-18, and will move to upgrade our computers and technology devices as soon as funds become available. To boost staff morale, Board agreed to give a one time, off schedule incentive to bridge the gap between what our staff earns and what other competing schools are offering.

Parent involvement continues to be high at Reeds Creek School. Parents are visibly present on campus each day. They volunteer in classrooms, help with special projects, and attend a variety of meetings, conferences, and student assemblies. Parents also frequent the campus after school hours and on the weekends for local club meetings and school sporting events. Parent surveys reflect that they feel very comfortable walking onto our campus, visiting classrooms, and conducting business here. They are represented on Site Council, and in the Reeds Creek Parent Club. Site Council tends to operate as our local school parent advisory group, overseeing the creation of multiple plans related to student achievement and school climate (SPSA, LCAP, etc.). Though parents are somewhat reluctant to sign up for long-term commitments, such as Site Council; they readily volunteer whenever school needs are made known to them. The principal and teachers have open door policies; parents are always welcome and they drop in frequently to say hello, give suggestions for improvement, or to discuss ideas and concerns.

Parent surveys in 2016-17 reflect that parents are satisfied with our attempts to make this a safe and comfortable place for their students to learn. Our parents understand that school funds are very limited and we are doing the best we can to maximize the small amount of funding that we receive. In 2014-15, surveys revealed that a few parents were concerned about possible bullying and harassment from other students on campus, on the bus, and through social media. The staff was concerned as well, and we worked together to develop strategies and programs to address these needs and change behavior. We added additional adult supervision around the campus and at special events, conducted a variety of staff trainings in the area of behavior management and modification, increased prevention instruction in the classroom, and engaged local professionals to share their resources and expertise with our school community. The school counselor and behavioral management paraprofessional ran peer groups for students to practice problem solving and self-advocacy skills, held parent workshops focused on topics relevant to their needs, worked with mentors from the Tehama Co. Department of Education and Tehama Co. Mental Health, and provided prevention education to students and staff. These services will be missed in 2017-18, as there may not be enough money to fund the positions. The positive behavior rewards and incentive program developed through PBIS, is having a very positive effect on student behavior. Recognizing students who are "doing the right thing" and contributing to a safe, respectful campus and increasing their level of personal responsibility is really helping. Staff will continue to attend PBIS training next year and build upon the intervention strategies that have been put in place this year.

In terms of safety and the state of our facilities, we made repairs and purchased more items to assist us in promoting student/staff safety. We had made purchases of safety related items and upgrades, including a DVR with extended storage capacity, installation of additional surveillance cameras on the bus and around campus, installation of an intruder alert alarm and school-wide PA system; replacement of handheld radios (for staff communication), upgraded fencing, and construction repairs on aging buildings and mechanical systems. ADA compliant ramps and proper storage shelving units were added to the storage buildings and food storage areas, which reduced our liability factors. We have also submitted an energy use plan to the state of California to fully utilize our Proposition 39 funds. If approved, we will be able to upgrade our lighting and other energy related systems, and perhaps add solar units to our campus to reduce future electric bills. Recently, the Supreme Court reversed the reduction from federally accepted numbers of Hexavalent Chromium Six contamination numbers (100 down to 10), so the expense of filtering the contaminants from the well water or installing a new well may no longer be an issue of immense financial proportions for the district.

Regarding the makeup of our Special Education program, we continue to run an inclusion model at Reeds Creek School. We work closely with students with special needs and their families, always considering what is best for each learner and identifying the services needed to help students show growth and meet their IEP goals. Our school district participates in the SELPA consortium through a Memorandum of Understanding with Tehama Co. Department of Education. We contract with SELPA for Special Education services that we are unable to provide on our own. SELPA provides the district with practitioners, programs, and resources for our qualifying students. In 2016-17, the district saw an unexpected

increase in Special Education related expenses. This increase is likely to continue into the future as expenses for Special Education continue to rise. Though the MOU is expensive, it would not be fiscally advantageous for us to provide these services on our own; therefore, our partnership with SELPA will continue into the foreseeable future.

Our data shows that intervention programs in TK-8 are demonstrating positive results. Our behavioral interventions for intense students are also functioning well. Due to our positive interventions, we did not have to place any students off site in non-public school or community day schools during 2016-17. We plan to continue contracting with Tehama County Department of Education for Resource program services, but will reduce from 80% to around 60%. Though the need continues, we will not be able to continue to provide school-based counseling and behavior support paraprofessional services next school year unless more funding becomes available. This will mean additional time for support will have to come through the classroom teacher, regular paraprofessionals, and primarily, the school principal.

We have made strides in providing professional development and training opportunities for certificated and classified staff in the area of working with students who have intense behaviors and special needs. In the future, we hope to continue this training and are actively seeking out professional development opportunities, such as PBIS, Nurtured Heart Approach training, ABA, and CPI, etc., for all staff. We held two parent training opportunities in 2016-17, but attendance was low. We also held LCAP information meetings and a STEM parent night. The STEM night was well attended.

Internet service and access to technology continue to be ongoing problems at Reeds Creek. Due to our rural locale, we suffered from slow internet speed and decreased bandwidth, which made our network unreliable and unusable at times. It adversely impacted instruction, opportunity for student practice, and state testing. Construction of the fiber optic line through the BIIG K-12 High Speed Internet Grant fixed our low bandwidth issues, but we found we still had major problems. We had to spend about \$11,000 to upgrade our access points and routers, which helped; but our low number of devices, along with their age, is now the problem now that impedes our ability to join the 21st Century. It is a constant source of frustration for teachers and students and must be addressed in 2017-18. Staff is working on a new Technology Plan to use for future application of grants. Any extra funds that come into the District should be set aside for the purchase and upgrade of technology devices.

Much of our curricula was out of date and not aligned to CCSS at the end of the 2014-15 school year. In 2015-16, we upgraded our mathematics materials, and the ELA/ELD textbooks and materials were upgraded in 2016-17. Our funds are very limited and we may not have enough money to move forward with a full science textbook adoption in 2017-18. Following science, is the history/social science adoption, which we also may not have the funds to move forward with according to the adoption cycle. Family Life materials for the upper grades are also in need of replacement. We are hopeful that the County Office will share materials with us next year. In any case, the need for staff development for Common Core instruction continues, but our budget has not kept up with the demands and substitute coverage is difficult to obtain. Even so, we need to move forward and cover the expenses associated with training as best we can. We also need to make sure we continue to build our library and classroom resource for non-fiction, AR reading, and dual language resources for our English Learners.

The Board of Trustees continues in their vision for maintaining this unique single-school school district. Among their goals are staying fiscally solvent, keeping a realistic reserve for economic uncertainties, and maintaining low class sizes taught by fully credentialed teachers. Providing for students' academic needs and expanding programs for struggling learners is also high on their priority list, as they desire to have all students reading at grade level by the time they leave third grade. The Board would like to reduce the number of combination classes and move towards single grade levels as the student population increases, and they agree that providing for adequate student supervision and meaningful behavior interventions are necessary to maintain a positive school climate and feeling of safety. Retention of highly qualified administration, teachers, and other supportive staff is still a goal, as is maintaining classified support at current staffing levels. Unfortunately, the district cannot offer wages that are competitive with surrounding schools, which are much larger have higher student numbers; but they hope that the positive attributes that this campus offers can lend to high job satisfaction and increased retention of skilled professionals.

Reeds Creek School has addressed many of the issues which were stumbling blocks in prior years. The staff is growing, developing their skills, and experiencing unification; this has been a long time coming. Our Board of Trustees and staff are working together and are focused on achieving the same vision and goals. Our students are progressing academically, developing into responsible young citizens who are ready to take on the rigors and challenges of high school and beyond. Reeds Creek School District has a bright future ahead if it can maintain its solvency and continue to invest in new curricula, programs, training, technology, positive school climate, and increased staffing in order to bring about positive and lasting change.

LCAP HIGHLIGHTS

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

LCAP goals will remain the same. Stakeholders are supportive of moving forward with the continued goals. The challenge will be to keep services in place for targeted groups while also attempting to balance the budget and keep reserves in place for times of economic uncertainty.

The Reeds Creek 2017-18 LCAP highlights include:

1. Full implementation of the ELA/ELD and new Math curricula.
2. Funding purchases of tech devices and computer software
3. Maintaining funding for the majority of positions and personnel, with some exceptions (counselor, behavior management para, CBO, negotiator, etc.)
4. Ongoing professional development (with some reductions)
5. Maintaining supplies funds and student activities.
6. Maintaining and expanding on extra support and resources for at risk learners (academic and behavioral) and English Learners.

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.

Our greatest area of accomplishment comes through stakeholder feedback on our positive school climate. Parents indicate through survey and personal meetings that they are happy with the progress the school has made to address student behavior through counseling services, our daily behavior management paraprofessional who provides positive supports and breaks to students in need, and staff wide training through PBIS, CPI, PESI, and TCDE professional development.

The dashboard reflects that we were able to hold steady in ELA (yellow), despite our technology issues and testing four to six weeks earlier than in the previous school year. We are hopeful this year's scores will reflect a higher level of progress.

We are proud of the importance that we have placed on helping our English Learners achieve greater academic success. Though our EL population is very low, their performance is held in high regard. We will be able to provide them with designated ELD instruction, along with integrated instruction in the regular classroom. We have supported the Special Education needs of one of our learners and the Resource teacher, general education teacher, parents, and ELD teacher have worked together to design a program that meets this individual's needs.

We have worked closely with other local agencies to support the needs of our foster and homeless youth. We have promoted their attendance at the collaborative meetings offered through Tehama County SELPA, the Student Support division at the Tehama County Department of Education, and through the Tehama County Social Services Foster Care Division. Students in this category are having a greater sense of school connectedness and parents/foster parents are now aware of local service agencies and options for help.

GREATEST PROGRESS

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?

Increasing math performance is Reeds Creek's highest area of academic related need, as indicated on the accountability dashboard. We scored in the red because we declined significantly from the previous year's scores, by 13.3 points. Much of this can be attributed to testing in the early part of the testing window, utilization of a brand new math curricula, lack of properly working technology and low device number, the need for additional tier II interventions for struggling students, and the reduced teaching time incurred when teaching combination classes without skilled aide support.

We have addressed some of the issues that led to the low math scores. We scheduled testing later in the window this school year, which allows for additional instruction time prior to testing. The teachers are more familiar with teaching the new math curricula; and this is year two on the math program for students, so they are more familiar with the program and have covered more topics prior to testing. Though not all teachers could partake in professional development for mathematics, two of our primary teachers volunteered to be part of a six month professional develop opportunity related to improving math instruction that was offered at the local university and supported by the Tehama County Department of Education Instructional Support Division. They learned many new strategies that they have employed in the classrooms and shared with colleagues. This experience has increased their confidence and skill levels in teaching common core math to primary grades. Teachers also took time during after school tutoring hours to focus in on reteaching areas of low student growth in mathematics. We hope that our students will be able to demonstrate higher levels of mathematical achievement based on these factors.

Our state testing scores in Language Arts were consistent with the previous year, though are still considered low. We demonstrated growth by 1/2 a point, which is good considering we tested about 4-6 weeks earlier in the testing window than we did the previous year. We have added some intervention opportunities into the regular school day for low ELA performers. The data shows that these targeted students are increasing their fluency and comprehension rates, so we are hopeful for higher scores in ELA this year on state testing.

Our next area of highest need is improving our technology access. Low, spotty bandwidth affected our capacity to use technology for instruction, practice, progress monitoring, and assessment. Because of this, we were awarded the BIIG K-12 High Speed Internet Grant. Unfortunately, it took an extended time for the project to actually begin. It was finally completed in the fall of 2016, so we did not experience the benefits of this increased bandwidth at the time of last year's testing. And, it wasn't until January 2017 that we were able to see the benefits of high speed internet because our routers and access points also had to be replaced to accept in the higher speed. Now, we face the last hurdle to joining the technological age that other schools take for granted. We need to replace our antiquated equipment and devices. Our current desktops and other devices are so old and cannot handle the high speed. On average, they are between 6-12 years old and can no longer be upgraded. Our pod of 30 Chromebooks (used by grades 6-8) will be dropping off next October, now too old to receive upgrades and unable to be secured for state testing. Because our number of working devices is so low, teachers are unable to schedule adequate time for students to use technology, perform progress monitoring assessments in a timely manner, learn to keyboard effectively, etc. And, we still have two classrooms that lack the tools for teachers to use for instructional purposes. All these obstacles add up and our students cannot even to get the point where they are able to fully show what they know on the state test because they are still having problems with basic keyboarding and computer navigation. The Board of Trustees is supportive of upgrading our technology, but we need to secure more funds or grants to provide the monetary resources for purchase and replacement of these items.

On the dashboard, the next area of need is for reducing the suspension rate, which shows as red and reflects a significant increase of 2.9%. We were hopeful we could reduce the rates of out of school suspensions this school year by retraining staff on proactive management of student behaviors and proactively addressing student needs before the point of escalation. Staff is now able to better recognize antecedents to behavior, use redirection, provide closer supervision, etc., and fewer major issues are occurring among the students who have been with us for over a year. All staff attended sessions on managing student behavior through a variety of sources and vendors. We met frequently as a staff to discuss issues and proactively plan for students in need. This helped quite a bit. However, we also received in new students from other schools who came to us with patterns of negative behavior already established. Some of these students did experience suspension and other disciplinary measures this year, which did not allow us to show the growth that we had hoped for in bringing our out of school suspensions down. It has taken time to build relationships with these students and change their behavior in a positive direction, but staff is working hard to bring this about. Like other schools in our area, we have opted for a different view of defining what qualifies for out of school suspension. With the new parameters, we have found that

GREATEST NEEDS

most issues can be addressed while still keeping kids at school and providing them with certificated instruction, increased supervision (one on one with a qualified adult), and individualized consequences.

Finally, the other need is for our school to maintain its fiscal solvency. We have addressed the bulk of the ongoing structural deficit. This has resulted in reducing services that our special and targeted populations receive. The greatest need to is to keep our fiscal solvency, make the necessary reductions, and not adversely impact our students and damage school climate. This will be an ongoing issue as we enter the new school year with fewer staff members and increasing turnover among senior staff who seek employment elsewhere at higher benefit and rates of pay.

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

N/A - There are no gaps represented on the CA School Dashboard; Reeds Creek's population is too small to measure in some areas. The scores of our socioeconomically disadvantaged and white groups are consistent with the "all students" category. Additionally, based on local assessments, Reeds Creek School staff identified consistent performance in need of improvement with no apparent subgroup academic gaps.

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 Reeds Creek LEA continues to monitor the achievement levels of its low-income, English learner, and foster youth students by connecting families with agency resources, promoting academic achievement through increased parent communications, and supporting students with school resources.

Reeds Creek School has an unduplicated count of 87, or 57.96%; therefore, all LCAP actions/services will be applied school-wide. Supplemental and Concentration funded services will include:

- Purchase of supplemental instructional materials and supplies.
- Math and ELA academic interventions, including after school tutoring from certificated staff members and tier II academic interventions (during regular day) from certificated and classified staff members.
- PBIS training, stipend, and supplies for instruction, intervention and rewards; software for data monitoring, reporting, and intervention.
- Purchase of new fiction/non-fiction reading and reference materials in the classrooms and library to build academic vocabulary,
- Purchase of new instructional and intervention materials for English Learners and ELD program; maintaining addition of 10% instructional time from certificated teacher for designated ELD instruction with English Learners.
- Maintaining the addition of a 1.0 FTE certificated teacher to provide reduced class sizes for targeted instruction.
- Extended day services (through SERRF) for TK and Kinder students.
- Parent outreach materials and presenters and supplies/materials for parent training
- Continued contract with Tehama Co. Department of Education for SARB services for attendance and truancy issues.
- Additional technology devices and appropriate software licenses.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,403,608
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,234,285.00

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.

In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including but not limited to Learning Facilities, Administrators, Administrative Staff, Maintenance, and Operations staff and activities.

\$1,220,549

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

Students and subgroups at Reeds Creek School will continue to demonstrate progress towards attaining academic proficiency in all content areas. Reeds Creek School will maintain a highly qualified staff, invest in training, standards-aligned curricula, materials and supplies.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" 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

Reeds Creek will monitor Goal 1 achievement through:

1. SBAC results by grade level and subgroup - two year comparison; with comparison to Tehama County.
2. CELDT scores; % of ELs making progress toward learning English and reclassification rate.
3. SARC report for teacher mis-assignment, facilities and textbook sufficiency.
4. Local assessment progress monitoring (iREADY adoption 2016-17).
5. Teacher observations by site principal that indicate professional development implementation.
6. Teacher meeting notes addressing instructional focus on curriculum, technology, interventions, resource needs, behavior/safety and teacher professional concerns
7. Common Core Curriculum inventory (CCSS, ELD, NGSS).
8. Professional development logs.

ACTUAL

Reeds Creek monitored Goal 1 achievement through:

1. SBAC results by grade level and subgroup - two year comparison; with comparison to Tehama County. Mathematics scores low and needing to be addressed further. Also need to bring language arts scores up further.
2. CELDT scores; % of ELs making progress toward learning English and reclassification rate. There are a very low number of students in this group; within the group is a significant special education need for academic support.
3. SARC report for teacher mis-assignment, facilities and textbook sufficiency. Report indicates that ELA/ELD and Math are now aligned with Common Core. History/Social Science materials were not sufficient at time of reporting, but alternate materials are filling the need until funds are available for the adoption cycle. Science textbooks were borrowed and ordered to meet sufficiency. Adoption cycle for science is 2017-18, but funds may not be available to order new materials at time of adoption. There is one teacher working on a provisional permit. Requirements for credential should be fulfilled prior to the new school year. FIT report indicates that facilities are in "good" state of repair, but there are items that need to be addressed as funds become available. A plan is being developed with timelines and priorities for repair and replacement.
4. Local assessment progress monitoring (iREADY adoption 2016-17). Progress monitoring through iReady was problematic, as the school was not able to increase the number of technology devices and upgrade antiquated equipment. Internet was still problematic until January 2017, due to issues beyond the school's control. The iReady program requires students to practice on independent modules (as part of a planned approach to remediation and challenge through diagnostic testing) a minimum of 45 minutes per week on math and 45 minutes per week on language arts. Teachers report that they were only able to get kids on for a minimum of about



30 minutes per week on one subject, and some less than that. And, when it came to our progress monitoring windows, not enough computers or devices were available for classes to complete the testing within the windows that were allotted. This remedies the results as non-sufficient for reporting purposes.

5. Teacher observations by site principal that indicate professional development implementation. Observations were sufficient to gauge the professional development needs and progress. The school did run into problems finding an adequate, reliable number of substitute teachers to cover the classrooms so that teachers could attend their scheduled professional development opportunities. Several sessions had to be cancelled and teachers were required on a few occasions to return to the school site because a suitable substitute could not be found. The principal had to cover classes on several occasions.

6. Teacher meeting agendas/notes addressing instructional focus on curriculum, technology, interventions, resource needs, behavior/safety and teacher professional concerns. Agendas/meeting notes reflect the focuses were addressed throughout the year.

7. Common Core Curriculum inventory (CCSS, ELD, NGSS). The inventory reflects CCSS alignment for mathematics and ELA/ELD. Science and Social Science textbooks are not properly aligned to CCSS, but supplemental materials are being utilized until new materials can be adopted in the future. Teachers are participating in professional development opportunities to improve teaching knowledge and strategies for common core instruction.

8. Professional development logs. Logs reflect the completion of many PD opportunities as directed through the LCAP goals.

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 Provide highly qualified certificated and classified staff for instruction and administration. Provide for fiscal oversight by Red Bluff High School CBO. Provide additional confidential, classified and certificated support staff, including increasing 60% teaching position to 70% (in order to address EL designated instruction needs) and add 1 new FTE teaching position.</p>	<p>ACTUAL Provided highly qualified certificated and classified staff for instruction and administration. One teacher was hired on a provisional permit because a suitable candidate with a valid teaching credential could not be located. Provided fiscal oversight by contracting with Red Bluff High School CBO. Provided additional confidential, classified and certificated support staff. Increased 60% teaching position to 70%, in</p>

<p>Expenditures</p>	<p>BUDGETED Certificated salaries 1000-1999: Certificated Personnel Salaries LCFF 414,506 Classified salaries 2000-2999: Classified Personnel Salaries LCFF 154,462 Benefits 3000-3999: Employee Benefits LCFF 200,404 MOU with Red Bluff High School District for CBO services 5800: Professional/Consulting Services And Operating Expenditures Base 35,200 New teaching position 1000-1999: Certificated Personnel Salaries Supp/Conc 47,000 New teacher benefits 3000-3999: Employee Benefits Supp/Conc 18,000</p>	<p>order to consistently meet EL designated instruction needs. Added one new FTE teaching position.</p> <p>ESTIMATED ACTUAL Certificated salaries 1000-1999: Certificated Personnel Salaries Base 420,400 Classified salaries 2000-2999: Classified Personnel Salaries Base 164,547 Benefits 3000-3999: Employee Benefits Base 211,001 MOU with Red Bluff High School District for CBO services 5800: Professional/Consulting Services And Operating Expenditures Base 35,200 New teaching position 1000-1999: Certificated Personnel Salaries Supp/Conc 40,378 New teacher benefits 3000-3999: Employee Benefits Supp/Conc 15,749</p>
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Action **2**

<p>Actions/Services</p>	<p>PLANNED MOU with Tehama County Department of Education for Special Education, RST, Speech, SELPA, nursing, psychologist services.</p>	<p>ACTUAL Maintained MOU with Tehama County Department of Education for Special Education, RST, Speech, SELPA, nursing, psychologist, and librarian services.</p>
<p>Expenditures</p>	<p>BUDGETED MOU with TCDE 5000-5999: Services And Other Operating Expenditures Base 48,964 MOU with TCDE 5000-5999: Services And Other Operating Expenditures Supp/Conc 15,500</p>	<p>ESTIMATED ACTUAL MOU with TCDE 5000-5999: Services And Other Operating Expenditures Other 34,419 MOU with TCDE 5000-5999: Services And Other Operating Expenditures 0 MOU with TCDE for Librarian services 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 375</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Professional development for staff on CCSS, ELD, and NGSS implementation; technology, Special Education, and Behavior Management - to include coaching, conference and workshop attendance fees, travel expenses, books/supplies, extra duty pay, and substitute expenses.</p>	<p>ACTUAL Provided for professional development for staff on CCSS, ELD, and NGSS implementation; technology, Special Education, and Behavior Management - including coaching, conference and workshop attendance fees, travel expenses, books/supplies, extra duty pay, and substitute expenses.</p>
<p>Expenditures</p>	<p>BUDGETED MOU with TCDE for Professional Development and Training 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 4,450 Travel and training fees 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,500 Supplies and materials 4000-4999: Books And Supplies Federal 500</p>	<p>ESTIMATED ACTUAL MOU with TCDE for Professional Development and Training 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 500 Travel and training fees 5000-5999: Services And Other Operating Expenditures Federal 831 Supplies and materials 4000-4999: Books And Supplies 0</p>

Substitute fees 1000-1999: Certificated Personnel Salaries Base 1,000
 Extra duty pay - certificated 1000-1999: Certificated Personnel Salaries Base 2,000
 Extra duty pay - classified 2000-2999: Classified Personnel Salaries Base 500
 Benefits 3000-3999: Employee Benefits Base 600

Substitute fees 1000-1999: Certificated Personnel Salaries Federal 0
 Extra duty pay - certificated 1000-1999: Certificated Personnel Salaries Federal 4434
 Extra duty pay - classified 2000-2999: Classified Personnel Salaries 0
 Benefits 3000-3999: Employee Benefits Federal 709
 Professional development 5000-5999: Services And Other Operating Expenditures Other 773

Action **4**

Actions/Services **PLANNED**
 Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

Actual **ACTUAL**
 Curriculum and materials - ordered ELA/ELD and intervention materials. Also ordered replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks.

Expenditures **BUDGETED**
 Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available. 4000-4999: Books And Supplies Supp/Conc 5,982
 Core materials 4000-4999: Books And Supplies Other 20,000

Expenditures **ESTIMATED ACTUAL**
 Curriculum and materials - ordered replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks. 4000-4999: Books And Supplies Supp/Conc 27,711
 Core materials 4000-4999: Books And Supplies Other 12,967
 Supplemental materials 4000-4999: Books And Supplies Lottery 391
 Supplemental materials 4000-4999: Books And Supplies Federal 1,852

Action **5**

Actions/Services **PLANNED**
 Provide ELA and Math interventions for at risk students

Actual **ACTUAL**
 Provided ELA and Math interventions for at risk students

Expenditures **BUDGETED**
 After school tutoring: Certificated extra pay for 20 hours (fall and spring sessions, totaling 15 weeks per session, max 2 hours per week) extra duty pay at \$35/hour for after school tutoring services x 6 teachers 1000-1999: Certificated Personnel Salaries Supp/Conc 4,200
 Benefits 3000-3999: Employee Benefits Supp/Conc 687

Expenditures **ESTIMATED ACTUAL**
 After school tutoring was provided. Certificated extra pay for 20 hours (fall and spring sessions, totaling 15 weeks per session, max 2 hours per week) extra duty pay at \$35/hour for after school tutoring services x 6 teachers 1000-1999: Certificated Personnel Salaries Supp/Conc 1,584
 Benefits 3000-3999: Employee Benefits Supp/Conc 253

Action **6**

Actions/Services **PLANNED**
 Purchase books and supplies for classrooms and library (non-fiction and fiction reading materials, including AR books, reference materials, Time for Kids, Scholastic, etc.)

Actual **ACTUAL**
 Purchased books and supplies for classrooms and library (non-fiction and fiction reading materials, including AR books, reference materials, Time for Kids, Scholastic, etc.)

Expenditures	BUDGETED Supplies and materials 4000-4999: Books And Supplies Supp/Conc 1,000	ESTIMATED ACTUAL Supplies and materials 4000-4999: Books And Supplies Supp/Conc 982
Action	7	
Actions/Services	PLANNED Provide ELD interventions for EL students	ACTUAL Provided ELD interventions for EL students
Expenditures	BUDGETED Books and Supplies 4000-4999: Books And Supplies Supp/Conc 500	ESTIMATED ACTUAL Books and Supplies 4000-4999: Books And Supplies Supp/Conc 0
Action	8	
Actions/Services	PLANNED Renew licenses and replace/purchase assessment materials; including: fluency and comprehension assessments, ESGI, Starfall, Raz Kids, etc.	ACTUAL Renewed licenses and replace/purchase assessment materials; including: fluency and comprehension assessments, ESGI, Starfall, Raz Kids, etc.
Expenditures	BUDGETED Materials - printed and software/licenses 4000-4999: Books And Supplies Supp/Conc 1,500	ESTIMATED ACTUAL Materials - printed and software/licenses 4000-4999: Books And Supplies Supp/Conc 835 Materials - printed and software/licenses 4000-4999: Books And Supplies Base 835
Action	9	
Actions/Services	PLANNED MOU with SERRF for PM services for TK/K	ACTUAL Completed MOU with SERRF for PM services for TK/K
Expenditures	BUDGETED MOU for contracted services 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 3,000	ESTIMATED ACTUAL MOU for contracted services 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 3,000
Action	10	
Actions/Services	PLANNED Provide allocations for classroom supplies	ACTUAL Provided allocations for classroom supplies
Expenditures	BUDGETED \$250 per classroom teacher (7x250=1,750), Science consumable budget of \$400, PE budget of \$400; plus group order of basic classroom supplies 4000-4999: Books And Supplies Lottery 6,250	ESTIMATED ACTUAL \$250 per classroom teacher (7x250=1,750), Science consumable budget of \$400, PE budget of \$400; plus group order of basic classroom supplies 4000-4999: Books And Supplies Lottery 5,249
Action	11	
Actions/Services	PLANNED Allocations for office supplies and general school operations (main and district offices, nursing and health, etc.)	ACTUAL Purchased office supplies and supplies for general school operations (main and district offices, nursing and health, etc.)

Expenditures

BUDGETED
Office supplies and materials 4000-4999: Books And Supplies Base 4,500

ESTIMATED ACTUAL
Office supplies and materials 4000-4999: Books And Supplies Base 4,877

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.

Students and subgroups at Reeds Creek School are continuing to work towards demonstrating progress towards attaining academic proficiency in all content areas. Testing early in the window, poor technology access, low bandwidth, and the other issues noted previously, hindered us from showing the growth needed on the 2015-16 state test. The rubric reflects drops in Mathematics, and an increase in suspension rates from the previous year. We are hopeful that state testing results from 2016-17 will show that growth and progress has been made and the issues have been remedied; however, the lack of adequate and available technology still impacts us across the board. Reeds Creek School worked hard to maintain a highly qualified staff, but we did have to hire one teacher on a provisional permit because a suitable candidate with a credential could not be located. Because our wages are lower than competing districts in our geographical area, maintaining a highly qualified and well trained staff is difficult. Once staff is trained and performing at high levels, they tend to move on to better paying jobs in other districts. Negotiations were settled this school year, and a small raise will be given off the schedule to demonstrate to staff that the Board of Trustees appreciates their investment into our students and district; however, we are still far below competing districts in terms of salary and benefits. This is an ongoing issue that affects staff morale and reduces the number and quality of candidates that apply to our district. The district invested in training, purchasing standards-aligned curricula, materials and supplies. We showed growth in this area. We had a long term need to update the ELA curriculum and invest in materials and resources for our English learner students. We have accomplished this goal and hope to see the benefits of this investment pay off soon.

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

Technology issues, combination classrooms, and lack of staff consistency still detract from the achievement of meeting this goal. The steps that we made, as outlined in our actions and services, have moved us closer to achieving the goals, but they are not yet accomplished.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences include the small raise that was granted to staff through negotiations, which increased overall salary and benefit expenditures; the increased costs associated with the raise in minimum wage, STRS and PERS retirement rates, and the increases SELPA costs (association with Special Education). We did purchase a few new laptops so that our library/media center could accommodate an entire class for testing, but they did not arrive in time for state testing. In addition, we had initially anticipated that we would not be able to fund the counseling position, but funds were located and the position was filled for 2016-17. MOU with TCDE regarding psychologist services was reduced due to the SELPA Priorities fund assisting with cost. Reeds Creek’s staff was unable to participate in many of the professional development areas under this action but additional training in other areas is covered under Goal 3 Action 2.

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 were no changes made this 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 2

Reeds Creek School will maintain and build on its positive school culture, climate, and safety; engaging and involving all stakeholder groups in the improvement process.

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 checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" 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

1. Stakeholder surveys and meeting agendas/notes,
2. SARC - Facilities Inspection Tool and monthly inspection reports,
3. Interdistrict transfer requests,
4. Intervention program data and reports,
5. Student Assistance Program/Student Study Team records,
6. Attendance/Chronic Absenteeism data
7. Suspension/Expulsion data; discipline referrals

ACTUAL

1. Surveys and meeting agendas/notes reflect input and direction from stakeholders. School climate and safety received high marks from parents and staff stakeholder groups.
2. SARC - Facilities Inspection Tool and monthly inspection reports reflect that our facility is in a state of "good repair", but there remains a need to make repairs and upgrades to our aging facilities.
3. Interdistrict transfer requests reflect few students leaving the district and many students desiring to enter our district. Over half our student enrollment now comes from out of district.
4. Intervention program data and reports reflect mostly minor issues. PBIS has been instrumental in providing a new framework for working with students through a system of multi-tiered support.
5. Student Assistance Program/Student Study Team records resulted in more students moving towards Special Education assessment. SAP and PBIS were found to be in conflict, as both program seek to perform similar functions. Discussion was had to try to marry the two programs, but it was determined that PBIS would be the larger, school-wide umbrella for addressing student needs. Through negotiations, it was decided that the SAP stipend and duties would be transferred to the PBIS team.
6. Attendance/Chronic Absenteeism data. Principal and Admin. Assistant attended training on Aeries SIS. School secretary attended training on truancy reporting and related issues. Data reflects more attention to correctly monitoring truancy and chronic absenteeism. Direct parent contact through letters, phone calls, personal meetings with admin., and county referrals were made, which reduced unnecessary absences. There is still more work to be done here.
7. Suspension/Expulsion and discipline data reflect that staff is giving much more attention to preventing behavioral issues from escalating to the point of out of school



suspension. Training for all staff has produced more skilled employees who understand how to redirect, intervene, and reducing triggering of adverse behaviors. Referrals are being tracked more appropriately now through SWIS data system software. Tiered systems of support are being applied to assist students and provide them with resources. There were seven out of school suspensions this year and no expulsions.

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 Provide professional development for certificated and classified staff, addressing behavior management strategies, safety, and mandated topics to include Nurtured Heart, CPI, ABA, Keenan, PBIS, attendance data collection and reporting, etc.</p>	<p>ACTUAL Provided professional development for certificated and classified staff, addressing behavior management strategies, safety, and mandated topics to include Nurtured Heart/CPI, Keenan, PBIS, attendance data collection and reporting, etc.</p>
Expenditures	<p>BUDGETED Pupils to be served within identified scope of service 5000-5999: Services And Other Operating Expenditures Supp/Conc 3,500 PBIS Training Fees 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc \$4,000</p>	<p>ESTIMATED ACTUAL Pupils were served within identified scope of service 5000-5999: Services And Other Operating Expenditures Supp/Conc 750 PBIS Training Fees 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 4,900</p>
Action	2	
Actions/Services	<p>PLANNED Provide staffing for behavior support paraprofessional (7.0 hours)</p>	<p>ACTUAL Provided for staffing of behavior support paraprofessional (7.0 hours; until resignation in April 2017).</p>
Expenditures	<p>BUDGETED Behavior Management Paraprofessional 2000-2999: Classified Personnel Salaries LCFF 22,000 Benefits 3000-3999: Employee Benefits LCFF 12,534</p>	<p>ESTIMATED ACTUAL Behavior Management Paraprofessional 2000-2999: Classified Personnel Salaries Other 7959 Benefits 3000-3999: Employee Benefits Other 4,485 Behavior Management Paraprofessional 2000-2999: Classified Personnel Salaries Federal 9,636 Behavior Management Paraprofessional 3000-3999: Employee Benefits Federal 5,667</p>

Action **3**

Actions/Services	<p>PLANNED Student Assistance Program Stipend and program supplies for implementation of Student Study Team process.</p>	<p>ACTUAL Paid Student Assistance Program Stipend and program supplies for implementation of Student Study Team process.</p>
Expenditures	<p>BUDGETED SAP Stipend 1000-1999: Certificated Personnel Salaries Federal 3000 Benefits 3000-3999: Employee Benefits Federal 450 Supplies 4000-4999: Books And Supplies Federal 400</p>	<p>ESTIMATED ACTUAL SAP Stipend 1000-1999: Certificated Personnel Salaries Federal 3000 Benefits 3000-3999: Employee Benefits Federal 450 Supplies 4000-4999: Books And Supplies Federal 750</p>

Action **4**

Actions/Services	<p>PLANNED Purchase updated resources for bullying prevention and awareness, and building positive social relationships; purchase incentives for positive behavior, attendance and academic achievement.</p>	<p>ACTUAL Purchased updated resources for bullying prevention and awareness, and building positive social relationships; purchased incentives for positive behavior, attendance and academic achievement.</p>
Expenditures	<p>BUDGETED Books and supplies 4000-4999: Books And Supplies Federal 250</p>	<p>ESTIMATED ACTUAL Books and supplies 4000-4999: Books And Supplies Base 206</p>

Action **5**

Actions/Services	<p>PLANNED Purchase additional materials and printed resources for parent committees and engagement, including newsletters and informational handouts and annual survey.</p>	<p>ACTUAL Did not perform this service during the 2016-17 school year.</p>
Expenditures	<p>BUDGETED Pre-printed newsletters and handouts 4000-4999: Books And Supplies Base 250</p>	<p>ESTIMATED ACTUAL 0</p>

Action **6**

Actions/Services	<p>PLANNED Provide parent trainings designed to boost achievement, student success and positive behavior standards. Administration and instruction staff will train parents and provide information regarding school attendance.</p>	<p>ACTUAL Provide parent trainings designed to boost achievement, student success and positive behavior standards. Administration and instruction staff will train parents and provide information regarding school attendance.</p>
Expenditures	<p>BUDGETED Contracted services for non-staff presenters 5000-5999: Services And Other Operating Expenditures LCFF 250 Extra duty pay for certificated presenters 1000-1999: Certificated Personnel Salaries LCFF 350</p>	<p>ESTIMATED ACTUAL Contracted services for non-staff presenters 5000-5999: Services And Other Operating Expenditures 0 Extra duty pay for certificated presenters 1000-1999: Certificated Personnel Salaries Base 158</p>

Supplies and materials 4000-4999: Books And Supplies LCFF 100
Benefits 3000-3999: Employee Benefits LCFF 50

Supplies and materials 4000-4999: Books And Supplies 0
Benefits 3000-3999: Employee Benefits Base 25

Action **7**

Actions/Services

PLANNED
Extra supervision for student related activities, parent engagement functions, and school related activities (Open House, Back To School Night, Holiday performance, etc.)

ACTUAL
Provided extra paid supervision for student related activities, parent engagement functions, and school related activities (Open House, Back To School Night, Holiday performance, etc.)

Expenditures

BUDGETED
Extra duty pay 2000-2999: Classified Personnel Salaries Base 500
Benefits 3000-3999: Employee Benefits Base 80

ESTIMATED ACTUAL
Extra duty pay 2000-2999: Classified Personnel Salaries Base 436
Benefits 3000-3999: Employee Benefits Base 105

Action **8**

Actions/Services

PLANNED
Expand extra-curricular offerings and field trips; including on site assemblies and presentations, special events for prevention education and cultural awareness, and participation in events sponsored by TCDE and Expect More Tehama.

ACTUAL
Expanded extra-curricular offerings and field trips; including on site assemblies and presentations, special events for prevention education and cultural awareness, and participation in events sponsored by TCDE and Expect More Tehama.

Expenditures

BUDGETED
Field trips - registrations and fees 4000-4999: Books And Supplies Base 3,000
Assemblies, presentations, and special school events 5000-5999: Services And Other Operating Expenditures Base 1,000
Supplies and materials 4000-4999: Books And Supplies Base 100

Referee fees and sport expenses 5000-5999: Services And Other Operating Expenditures Base 3,000

ESTIMATED ACTUAL
Field trips - registrations and fees 5000-5999: Services And Other Operating Expenditures Base 250
Assemblies, presentations, and special school events 5000-5999: Services And Other Operating Expenditures Lottery 446
Supplies and materials 4000-4999: Books And Supplies Base 807
Sports equipment and uniforms 4000-4999: Books And Supplies Base 2,231
Referee fees and sport expenses 5000-5999: Services And Other Operating Expenditures Base 1,050

Action **9**

Actions/Services

PLANNED
Safety - maintain monitoring services; maintain auto-dialer; safety film, blinds, safety buckets, etc.

ACTUAL
Safety - maintained monitoring services; maintained auto-dialer; replenished safety buckets, etc.

Expenditures

BUDGETED
Monitoring service, replacement/repair of cameras or system components 5800: Professional/Consulting Services And Operating Expenditures Base 2,000

ESTIMATED ACTUAL
Paid for monitoring service, replacement/repair of cameras or system components 5000-5999: Services And Other Operating Expenditures Base 6,812

Maintain auto-dialer 4000-4999: Books And Supplies Other 300
 Other safety purchases - safety film for windows, blinds, whistles, classroom/office safety buckets/fanny packs, etc. 4000-4999: Books And Supplies Base 2,000

Maintained auto-dialer 4000-4999: Books And Supplies Base 245
 Other safety purchases were made (to replenish safety buckets) 4000-4999: Books And Supplies Base 388

Action **10**

Actions/Services	PLANNED Maintain and repair buses; purchase gas and oil
Expenditures	BUDGETED Purchase gas and oil 4000-4999: Books And Supplies Base 7,500 Purchase replacement parts 4000-4999: Books And Supplies Base 500 Maintain repair contract with Red Bluff High School. 5800: Professional/Consulting Services And Operating Expenditures Base 8,000 Bus radio - Valley Communications 5900: Communications Base 720

Actions/Services	ACTUAL Maintained and repaired buses; purchased gas and oil
Expenditures	ESTIMATED ACTUAL Purchase gas and oil 4000-4999: Books And Supplies Base 7,493 Purchase replacement parts 4000-4999: Books And Supplies 0 Maintain repair contract with Red Bluff High School. 5800: Professional/Consulting Services And Operating Expenditures Base 10,300 Bus radio - Valley Communications 5900: Communications Base 720

Action **11**

Actions/Services	PLANNED Maintain and repair site, buildings, and equipment. Replace needed equipment and tools. Repair irrigation leaks in sprinkler system. Repair, replace, repaint siding on aging buildings. Purchase additional shelving for portable storage buildings. Summer and vacation period extra classified help, supplies, and carpet shampooing.
Expenditures	BUDGETED Construction and building materials; storage shelving units 4000-4999: Books And Supplies Other 4,000 Contracted Services 5000-5999: Services And Other Operating Expenditures Other 1,000 Extra summer help 2000-2999: Classified Personnel Salaries Base 800 Benefits 3000-3999: Employee Benefits Base 150 Supplies/materials for maintenance 4000-4999: Books And Supplies Base 500

Actions/Services	ACTUAL Maintained and repaired site, buildings, and equipment. Replaced needed equipment and tools. Repaired irrigation leaks in sprinkler system. Purchased additional shelving for portable storage buildings. Paid for summer and vacation period extra classified help, supplies, and carpet shampooing.
Expenditures	ESTIMATED ACTUAL Construction and building materials; storage shelving units 4000-4999: Books And Supplies Other 2,025 Contracted Services 5000-5999: Services And Other Operating Expenditures Base 1,474 Extra summer help 2000-2999: Classified Personnel Salaries Other 1,206 Benefits 3000-3999: Employee Benefits Other 290 Supplies/materials for maintenance 4000-4999: Books And Supplies Base 808

Action **12**

Actions/Services	PLANNED Pay additional communications expenses associated with BIIG grant/erate.
Expenditures	BUDGETED Additional communications expenses (after first year) 5900: Communications Supp/Conc 1,200

Actions/Services	ACTUAL Paid additional communications expenses associated with BIIG grant/erate.
Expenditures	ESTIMATED ACTUAL

	Additional communications expenses (after first year) 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 2,731 Supplies/materials for cage construction around fiber unit in library 4000-4999: Books And Supplies Base 127
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Action **13**

Actions/Services	PLANNED Purchase new playground supplies, balls, and equipment.	ACTUAL Purchased new playground supplies, balls, and equipment.
Expenditures	BUDGETED Balls and equipment 4000-4999: Books And Supplies Base 500	ESTIMATED ACTUAL Balls and equipment 4000-4999: Books And Supplies Lottery 834

Action **14**

Actions/Services	PLANNED Maintain SARB MOU with TCDE	ACTUAL Maintain SARB MOU with TCDE
Expenditures	BUDGETED SARB MOU 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 1,100	ESTIMATED ACTUAL SARB MOU 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 1,217

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.

Reeds Creek School wanted to maintain and build on its positive school culture, climate, and safety; engaging and involving all stakeholder groups in the improvement process. We made great strides towards achieving this goal as evidenced by the stakeholder feedback gained through meetings and surveys, reduced suspension rates, and increased attendance rates (minus the increase in ill/sick students). Stakeholder feedback was very positive.

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

The actions/services has very positive effects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main bus needed new tires had a large repair made to the exhaust manifold, which was unexpected. The field trip expense was less than anticipated due to parent group and donations. The monitoring services expense increased due to the expense of updating the surveillance system.

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 were no changes made, except as noted for the purchase of unexpected but needed items. Due to the unstable nature of the district budget projections, for 2017-18 the counseling may not be fulfilled. Additionally, the behavior para may not be filled beyond what is received from SELPA for Resource Aide support.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Reeds Creek School will improve its technology infrastructure and begin working towards increasing access to technology for students and teachers by:
 ~purchasing electronic devices to add to the network,
 ~upgrading aging computers and periphery equipment,
 ~purchasing new software, apps, and licenses,
 ~providing professional development to teachers in the area of technology, and
 ~training students and staff on new and existing applications.

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 checked="" type="checkbox"/>	5	<input checked="" 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

1. Monitoring implementation of LCAP Technology actions/services and school technology inventory,
2. Stakeholder surveys (parents, students, staff),
3. Professional development logs,
4. Teacher feedback from state testing administration (technology access and navigation),
5. Certificated meeting agendas/notes,
6. Technology related purchase orders

ACTUAL

1. Monitored implementation of LCAP Technology actions/services and school technology inventory. iReady replaced STAR 360, but iReady was not fully implemented due to technology issues and low number of working devices. This led to issues with progress monitoring/reporting and reduced opportunity for independent practice.
2. Stakeholder surveys and feedback was secured from parents, students, and staff. It reflected the ongoing need for technology upgrades and purchases. Technology issues are a source of daily frustration among staff and students.
3. Professional development logs reflect training in the ares of instructional technologies. Staff is excited to implement, but tech issues continue to plague us.
4. Teacher feedback from state testing administration (technology access and navigation) reflects that students are still not fully able to show what they know due to reduced opportunity to practice, develop proper keyboarding skills, and practice navigational skills. There were issues noted on the state test by one teacher, but the issue was found to be caused due to personal error. This may adversely impact the scores of that class.
5. Certificated meeting agendas/notes suggest that technology needs to be kept as an LCAP goal.
6. Technology related purchase orders reflect repairs and replacement of aging computers, purchase of new routers and access points, headphones, mouse pads, etc. More needs to be done to bring this school forward into the 21st Century and increase student and staff technology related skill sets.

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 Purchase new devices and upgrade old equipment. MOU with TCDE for technology services, internet access and maintenance, tech documentation, and desktop support; Destiny library services</p>	<p>ACTUAL Purchased a few new devices and upgraded some old equipment, including routers and access points. MOU with TCDE for technology services, internet access and maintenance, tech documentation, and desktop support was made; along with Destiny library services and MOU for credentialed library support through TCDE.</p>
Expenditures	<p>BUDGETED Devices and computers for staff and students 4000-4999: Books And Supplies LCFF 0 Related equipment purchases/replacement 4000-4999: Books And Supplies Supp/Conc 3,500 MOU with TCDE for Tech services and desktop support 5800: Professional/Consulting Services And Operating Expenditures Base 15,000 Destiny library services & Discovery Streaming 5800: Professional/Consulting Services And Operating Expenditures Base 900</p>	<p>ESTIMATED ACTUAL Devices and computers for staff and students 4000-4999: Books And Supplies Supp/Conc 7,232 Related equipment purchases/replacement 4000-4999: Books And Supplies Supp/Conc 3,824 MOU with TCDE for Tech services and desktop support 5800: Professional/Consulting Services And Operating Expenditures Base 15,000 Destiny library services & Discovery Streaming 5800: Professional/Consulting Services And Operating Expenditures Base 829 Related equipment purchases/replacement 4000-4999: Books And Supplies Other 8,086</p>
Action	2	
Actions/Services	<p>PLANNED Technology professional development (additional Aeries training, Cyber bullying, Google Apps, student applications, and training/updates on new and existing software programs).</p>	<p>ACTUAL Staff attended technology professional development (additional Aeries training, Cyber bullying, Google Apps, student applications, and training/updates on new and existing software programs).</p>
Expenditures	<p>BUDGETED Aeries and other tech training registration and fees 4000-4999: Books And Supplies Base 500</p>	<p>ESTIMATED ACTUAL Aeries and other tech training registration and fees were paid for 4000-4999: Books And Supplies Base 1,665 iReady and Google training 5800: Professional/Consulting Services And Operating Expenditures Federal 1,270</p>

	Escape and Google training 5800: Professional/Consulting Services And Operating Expenditures Other 1,450
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Action **3**

	PLANNED Technology infrastructure expenses associated with installation of BIIG Grant fiber optics.	ACTUAL Technology infrastructure expenses associated with installation of BIIG Grant fiber optics.
Expenditures	BUDGETED See goal #2	ESTIMATED ACTUAL See Goal 2 Action 12

Action **4**

	PLANNED Provide for Aeries SIS site license	ACTUAL Provide for Aeries SIS site license
Expenditures	BUDGETED License 4000-4999: Books And Supplies Base 2,640	ESTIMATED ACTUAL License 4000-4999: Books And Supplies Base 2,500

Action **5**

	PLANNED License fees for new and continuing software and apps. Work towards advancing student keyboarding and technology navigation skills. To include but not limited to: Renaissance Learning AR & STAR 360 I-Ready Starfall Raz Kids Reading A to Z Headsprout Reflex Math Read Naturally Lexia Other	ACTUAL License fees for new and continuing software and apps. Work towards advancing student keyboarding and technology navigation skills. To include but not limited to: Renaissance Learning AR & STAR 360 I-Ready Starfall Raz Kids Reading A to Z Headsprout Reflex Math Read Naturally/Read Live Other
Expenditures	BUDGETED Software licenses 4000-4999: Books And Supplies Base 9,000	ESTIMATED ACTUAL Software licenses (Accelerated Reader and Star AR) 4000-4999: Books And Supplies Base 2,177 iReady 4000-4999: Books And Supplies Supp/Conc 6,555 Reading A to Z, Headsprout, Read Naturally 4000-4999: Books And Supplies Base 600 Reflex Math 4000-4999: Books And Supplies Federal 2,071

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The purchases made to support the technology goal have moved us forward, but the district needs to purchase and upgrade the devices and desktops and move towards a 1:1 goal in order to be competitive and support student learning and testing needs.

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

The programs mentioned that support student intervention had good results and led to higher levels of student achievement. However, there are not enough devices available for student use so the programs were not used to their fullest potential.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a significant difference in this area, with the exception of the purchase of eight new laptops (received in June 2017) and the new router and access points (an unanticipated purchase that became necessary to gain access to higher broadband speed). There was additional professional development expenses in the iReady and Google areas but reduced costs in Goal 1 Action 3 professional development.

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

No changes were made as funds were not available to make purchases at the time that they could have great impact on state testing.

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?

Certificated (CTA) and classified (CSEA) staff members attended numerous meetings throughout the year where the LCAP goals were reviewed and discussed. Staff received surveys and reflected on needs and areas of growth/decline. Staff reviewed school data and district reports, discussed concerns, needs, observations, and wishes; and brainstormed new strategies, methods, programs, and curriculum. Staff also discussed the state priorities. All ideas were welcome.

Both unions, CTA and CSEA, were invited to give input into the development of Reeds Creek School's Local Control Accountability Plan (LCAP) at staff meetings and through surveys.

Reeds Creek School's Site Council also serves as a school-wide parent advisory group. It is comprised of five parents, one classified staff member, three certificated teachers, and the principal. Site Council held several meetings and LCAP was discussed at each meeting. Site Council gave input in to the development of the LCAP plan. They reviewed school data and reports, learned about the LCAP process, and reviewed data in light of the eight state priorities. They discussed their concerns, brainstormed ideas for student and school improvement, and debated on how to best improve levels of student achievement and promote a positive, inclusive school climate for all.

Parents completed surveys reflecting their perceptions of student achievement, school programs, safety, culture and school climate. The results were brought to Site Council, and were analyzed, along with student achievement data. In addition, the teachers and the principal have met with numerous parents throughout the year to hear their concerns and give them opportunities to voice ideas that pertain to improving student achievement and promoting positive school climate.

All parents were invited to evening workshops and had opportunities to discuss the LCAP, give feedback, and make suggestions. These meetings were also noted on the student calendar, and all parents received an automated phone messages invited them to participate in the meetings. LCAP plan and goals, along with Common Core and Smarter Balanced testing, were reviewed during the evening meetings.

The Board of Trustees revisited their vision planning workshop goals. They developed these goals at a workshop organized by Tehama Co. Department of Education. At the workshop, they discussed their collective goals and developed a vision for the district that aligns with the LCAP. Throughout the year, the Board of Trustees has received LCAP updates on the progress of specified actions and goals, and received information concerning the process and importance of the LCAP plan. At most board meetings, related information was discussed, data and reports were reviewed, and the Board was given the opportunity to give input into the plan.

Students in grades 2-8 completed group contribution posters with their teachers on June 5, 2017. This was their opportunity to give school leaders feedback about positive aspects of the school and its programs, and things they believe should be changed or improved to improve academics and boost school climate. They also had the opportunity to suggest future purchases related to LCAP goals, actions, and state priorities. A student representative from Student Council is also invited to attend the monthly board meetings and provide feedback and suggestions for school improvement on behalf of the student body.

LCAP data reviewed and analyzed by Stakeholders included:

1. student achievement - Benchmark and summative data for 2016-17 (CAASPP, DIBELS, DAZE, STAR Reading/AR, ESGI, Starfall and other curriculum based assessments) for student progress and intervention program placement
2. SARC elements - facilities report, suspensions/expulsions, teacher mis-assignments, class size, technology access
3. Teacher observations/reports as to student academic and behavior progress and concerns
4. PBIS and SAP reports, SWIS data review on behavioral and discipline related referrals; discipline data collected through referral slips, and review of suspension data. There were no expulsions.
5. Aeries data identifying demographics and HQ status for instruction staff
6. Parent surveys and student contribution posters on school climate, safety and student achievement related concerns

7. Textbook purchase records and progress towards CCSS alignment

Analysis of these data sets yielded the following picture of Reeds Creek School:

- * Continued attention must take place regarding student achievement in both ELA and Math; interventions advanced some student achievement, but need remains for expanding programs and adding additional tier II supports.
- * Technology access also remains a concern; internet was inconsistent until fiber optic line was installed and routers/access points were upgraded. Age and operational capacity of desktops, laptops, and devices is problematic. Numbers are low and age is an issue. Those that are working are not dependable and cannot handle the increased speed that the fiber optic line is delivering. Access is an issue for teachers and students. These conditions affect student access and practice, quality of technology related instruction, and state testing performance. Our capacity as a school is lowered because we cannot compete with what other schools are offering in the area of technology. Purchasing new technology and devices remains a top priority for 2017 and beyond.
- * Student behavior and intervention continues to be a need and a top priority for staff. Staff and parent training, low numbers of available employees who can monitor and intervene to support student and teacher needs, materials/supplies for interventions, and a designated location on campus are all factors that contribute to a lack of consistency, degrade the positive school climate, and cause parent/student concerns. Staff, students, and Site Council are concerned that staff development funds and the Behavioral Management Paraprofessional and Counselor positions will not filled next year as the Board attempts to reduce the structural deficit.
- * Reeds Creek has worked hard to overcome prior perceptions that this was not a safe campus for students due to the lack of a cohesive behavioral intervention program. Surveys now reflect that we have overcome that hurdle. Reeds Creek School is now perceived as a safe and welcoming school by parents and the community as evidenced by surveys and the high number of interdistrict transfer requests (over 50% for the entire school year).
- * All but one teacher is appropriately assigned; one teacher is on a provisional permit due to the fact that a suitable candidate with a credential could not be found at the time of hire. The entire north state is dealing with the issue of lack of suitable, credentialed candidates and low number of available and skilled substitutes (both certificated and classified).
- * Facilities reports indicate that this is a clean, safe campus in "good" condition. There are some maintenance and safety issues that need to be addressed and a plan has been established to address the needs.
- * All students are now provided with Common Core aligned textbooks for mathematics, English Language Arts/English Language Development; however, there were deficiencies in science and history/social science textbooks. Replacement books were ordered from vendors, borrowed from partner schools, and new materials were located to fill the gap until adoption of new materials in future years to address the deficiencies.
- * Professional development needs continue - specifically in the areas of CCSS implementation, technology integration, ELD delivery, NGSS, Writing instruction, and behavior intervention and support.
- * The need continues for full time Kindergarten/Intervention teacher who can also address EL student needs.
- * Student contribution posters indicate the need for more technology access, new playground equipment, a librarian and additional instructional time with a certificated PE teacher/specialist
- * Parent surveys and personal feedback indicate a need for greater technology access and technology instruction, tier II academic support for struggling learners, and the continued support for behavioral interventions for students who need a greater level of support than the general education teacher can provide in the regular classroom.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Staff had multiple opportunities for input. Their views and ideas are reflected in the LCAP plan.

The parents and community members were involved in the LCAP process. Their ideas and views are reflected in the plan.

Parents have had several opportunities to give input into the process and their ideas are reflected in the plan.

The Board of Trustees has been active in the LCAP planning process and their ideas are reflected in the plan.

Students have had multiple opportunities to give input into the LCAP process and their ideas are reflected in this plan.

Based on Stakeholder analysis of data, the Reeds Creek LCAP Update was revised to include the following:

1. Current three goals are inclusive and representative of Reeds Creek program and ongoing needs. The goals will stay as is, but the actions/expenditures will change as noted below. The three goals continue to address:
Academic Achievement
School Climate & Safety, including behavioral intervention and support
Technology Access and Integration
2. Student behavioral needs are addressed through PBIS, Nurtured Heart, ABA training, CPI, PESI, and trauma informed training; as well as other learning opportunities for staff. Need for additional behavioral support and intervention from Counselor and Behavior Management Paraprofessional continues, but positions may not be funded in 2017-18 due to the Board's need to reduce the structural deficit. Need for incentives for positive behavior and tools for interventions also continue. SAP program will be absorbed into PBIS program in 2017-18.
3. Technology infrastructure - BIIG grant is complete and upgrades have been made. This expense/action will not continue in 2017-18 and beyond. Focus will be on upgrading technology around campus to improve student access and opportunities to practice, increase instructional opportunities and integrate technology into all subjects, and improve state testing scores by participating in more CAASPP testing opportunities.
4. Textbook purchases - Replacement of materials and textbooks for core and supplemental instruction and learning, as needed. Need to replace poor quality books in science and history also continues (to bridge the gap until their adoption cycles).
5. Reeds Creek will continue to contract for support services - Special Education services, Nurse, Psych, SARB, Technology Support, PE Support Specialist, and reduced contract for CBO oversight in 2017.
6. Needs of English Learners will continue to be addressed through teacher/staff training, purchase of new materials, progress monitoring and instructional scheduling. More consistent instruction for designated ELD will continue to be provided by TK/Kinder teacher (maintained at 0.7, instead of 0.6 FTE).
7. FT Kinder/Intervention (academic and EL) teacher need to be addressed in the future as funds become available.
8. Additional 1.0 teaching position (added in 2016-17) will stay in place and move towards permanency, if funding allows for it beyond 2018.
9. Purchase and installation of new playground equipment and replacement of used play and PE materials will be ongoing.
10. Safety and maintenance items noted from FIT and facilities/deferred maintenance plans will be included in 2017-20.
11. Professional development money and opportunity will be reduced, according to Board's direction to reduce the structural deficit. Substitute costs and benefits will also be reduced accordingly.
12. District Negotiator contract and costs will be discontinued, per Board's direction; this will also count towards reducing the structural deficit.
13. The Superintendent and Principal positions will be recombined into a single position at 1.0 FTE.

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

Students and subgroups at Reeds Creek School will continue to demonstrate progress towards attaining academic proficiency in all content areas. Reeds Creek School will maintain a highly qualified staff, invest in training, standards-aligned curricula, materials and supplies.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" 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																

[Identified Need](#)

Academic needs are increasing at Reeds Creek School. We are in need of updated textbooks, materials, supplies, and CCSS aligned curricula in Science and History/Social Science. Along with meeting the needs of students performing at or above grade level, we must focus on developing interventions for at risk students who are not meeting grade level standards. This includes expenditures to achieve and maintain adequate certificated and classified staffing levels, and provide students and teachers with necessary training, supplies, technology, and textbooks.

Data analysis yielded the following:

- 2015 and 2016 SBAC results indicate the need to strengthen skills in CCSS writing and math in all grade levels. Comparing Reeds Creek scores to aggregate county scores indicate:
 ~3rd grade was lower than county in both ELA and Math in 2015
 ~all other grades were comparable or higher to county scores in 2015
 ~The analysis of data points to a direct need to develop a more comprehensive Tier II academic intervention/support program, focus on writing development, and concentrate on improving mathematical operations, algebraic thinking, and overall problem solving abilities.
- CELDT scores indicate need for continued English Language Development instruction; % of ELs making progress toward learning English at 100% for 2014; for 2015 ELs dropped in % due to variation of students on roster. There are few EL students currently on campus (2016-17), and it is unknown if more will enroll in 2017-18. The extra efforts to address designated time has resulted in higher scores, but the Special Education needs interrupt the acquisition of skills and make CELDT testing results unreliable. Tier III interventions are now in place and the ELD teacher is working with the Resource and classroom teachers to align instruction to areas of highest need.
- 2016-17 SARC reports 5.7 highly qualified teachers and one 1.0 FTE teacher is on a provisional permit due to lack of suitable and qualified candidates at the time of hire and need. No teachers misassigned.
- Facilities are noted to be in "good" condition, but there are some maintenance and safety needs that will have to be addressed over the next few years.
- Reeds Creek did not have 100% sufficiency of textbooks and two subjects are not aligned to Common Core; texts were purchased and borrowed from other schools to meet student needs; and alternate materials were also located to fill the gap. The next purchases to be made include CCSS aligned science, social science/history, and family life instructional materials and textbooks.
- Local assessments indicate the need for increased writing opportunities and more direct, specific instruction; and reading comprehension, fluency and phonics in primary grades, and support for these are needed for at risk students in

upper grades who have not yet grasped the skills. Local assessments also reflect a continued need in Mathematics in the area of foundations, number sense, geometry, working with algebraic expressions, and overall problem solving.

7. Students struggled to demonstrate proficient keyboarding and writing skills on CAASPP testing in spring 2015 and 2016. This is a tremendous problem for our site as time goes on. It directly affects our state testing scores and reduces our ability to address remediation needs and challenge opportunities. It is also problematic because we are unable to follow the plans prescribed for individual support and assessment. This renders our local assessments unusable and faulty for progress monitoring and prediction; it also makes our summative results inaccurate. This is an area of great need!

8. Teacher observations by site principal indicate professional development is needed for ELD instruction, math instruction, writing instruction, and hands-on science instruction. There was an observed increase in performance task instruction in some classrooms, but few hands-on Science projects were observed in the classrooms throughout the grade spans. The principal observed many opportunities across the board for students to develop fluency, vocabulary, and comprehension skills, though five to seven students in each classroom were still observed to struggle with basic concepts and skills in this area and could benefit from Tier II instruction. Math instruction time needs to be increased across all grade levels with a focus on foundations, operations, geometry, and problem solving. Tier II supports would definitely provide another layer of support to struggling learners. Directed writing opportunities also need to be increased across the the grade levels, and keyboarding practice needs to be integrated more consistently throughout the week next school year.

9. Teacher agendas and meetings notes indicate a moderate level of participation and a focus on curriculum, technology, interventions, resource needs, behavior/safety, and teacher professional concerns.

10. Curriculum inventory (2016) indicated missing textbooks for Science, History/Social Science and ELA. Starfall and other teacher selected materials were used as a supplement for TK/K missing science/social science materials. Missing textbooks were ordered, borrowed from partner schools, or alternative materials were located to fill this year's needs.

11. Professional development logs indicate professional development in Common Core Standards, ELA/ELD, Technology, Mathematics, Behavior and Safety, Special Education, Assessment and State Testing, Curricula/Programs, and Data.

12. Need for expansion of staffing was observed and noted, especially for Tier II academic and behavioral interventions and support.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP state testing results and local academic assessments	School-wide CAASPP scores on the CA School Dashboard were: ELA = 6.6 points below level 3 Math= 49.9 points below level 3 Local iReady assessment scores are not valid because the program was not able to be utilized. AR/STAR assessments show between .5 and 1.1 years of growth in ELA.	We hope to gain 5 points towards level 3 in ELA and 15 points towards level 3 in Math.	We hope to gain 10 points towards level 3 in ELA and 15 points towards level 3 in Math.	We hope to gain 15 points towards level 3 in ELA and 15 points towards level 3 in Math.

<p>CELDT/ELPAC scores; reclassification rates</p> <p>English Learner Progress Indicator</p>	<p>Reeds Creek currently has one English Learner that student did not progress to next proficiency level .</p>	<p>We will increase the proficiency of EL students by one level and work towards re-classification</p>	<p>We will increase the proficiency of EL students by one level and work towards re-classification</p>	<p>We will increase the proficiency of EL students by one level and work towards re-classification</p>
<p>Facilities status, teacher qualifications and sufficiency of textbooks as identified in the SARC</p> <p>CA School Dashboard Local Indicator 1</p>	<p>Facilities in good status No teacher mis-assignments Sufficiency of textbooks lacking in History/Social Science and Science; replacements unavailable due to age of adoption; teachers using supplemental textbooks and on-line resources.</p>	<p>Facilities projected to stay in good status. No teacher mis-assignments projected. Sufficiency of textbooks for math and ELA/ELD. Projected to begin adoption of science materials with materials and textbook purchases to be made in 2017-18 and 2018-19. Deficiencies in History/Social-Science textbooks still projected in 2017-18. Teacher created and on-line materials still projected to be in use.</p>	<p>Facilities projected to stay in good status. No teacher mis-assignments projected. Sufficiency of textbooks for math and ELA/ELD. Projected to finish adoption of science materials with materials and textbook purchases to be made in 2017-18 and 2018-19. Deficiencies in History/Social-Science textbooks still projected in 2018-19. Teacher created and on-line materials still projected to be in use.</p>	<p>Facilities projected to stay in good status. No teacher mis-assignments projected. Sufficiency of textbooks for math, ELA/ELD, and science. Projected to begin adoption of new History/Social-Science textbooks and materials.</p>
<p>Implementation of State Standards</p> <p>CA School Dashboard Local Indicator 2</p>	<p>ELA/ELD and Math curricula aligned to CCSS.</p> <p>Science/History-Social Science not aligned to CCSS.</p> <p>CA School Dashboard Local Indicator 2 to be populated in the Fall 2017.</p>	<p>ELA/ELD and Math curricula aligned to CCSS.</p> <p>Science/History-Social Science not aligned to CCSS, but adoption cycle beginning for science. Purchases for new science textbooks and materials to begin in 2017-18.</p>	<p>ELA/ELD and Math curricula aligned to CCSS.</p> <p>Science/History-Social Science not fully aligned to CCSS, but adoption cycle for science to be concluded this year. Purchases for new science textbooks and materials to begin in 2017-18 and completed in 2018-19.</p>	<p>ELA/ELD, Math, and science curricula aligned to CCSS.</p> <p>Science/History-Social Science not fully aligned to CCSS, but adoption cycle for science to be concluded this year. Purchases for new science textbooks and materials to begin in 2017-18 and completed in 2018-19.</p>

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

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

Provide highly qualified certificated and classified staff for instruction and administration. Provide for fiscal oversight by Red Bluff High School CBO. Provide additional confidential, classified and certificated support staff. Maintain 1.0 FTE for reduced class sizes. Maintain 10% time added for Designation ELD time for EL instruction.

2018-19

- New Modified Unchanged

Provide highly qualified certificated and classified staff for instruction and administration. Provide additional confidential, classified and certificated support staff. Provide additional confidential, classified and certificated support staff. Maintain 1.0 FTE for reduced class sizes. Maintain 10% time added for Designation ELD time for EL instruction.

2019-20

- New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	386,133
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Regular Certificated salaries
Amount	184,381
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	205,385

2018-19

Amount	391,925
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Regular Certificated Salaries
Amount	187,147
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	208,466

2019-20

Amount	397,804
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Regular Certificated Salaries
Amount	189,954
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	211,593

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits
Amount	17,600	Amount	0	Amount	0
Source	Base	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with Red Bluff High School District for CBO services (July-December 2017)	Budget Reference		Budget Reference	
Amount	50,000	Amount	50,750	Amount	51,511
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain additional 1.0 FTE Certificated Position to reduce class sizes.	Budget Reference	1000-1999: Certificated Personnel Salaries Maintain additional 1.0 FTE Certificated Position to reduce class sizes.	Budget Reference	1000-1999: Certificated Personnel Salaries Maintain additional 1.0 FTE Certificated Position to reduce class sizes.
Amount	19,593	Amount	19,887	Amount	20,185
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Maintain additional 1.0 FTE Certificated Position to reduce class sizes.	Budget Reference	3000-3999: Employee Benefits Maintain additional 1.0 FTE Certificated Position to reduce class sizes.	Budget Reference	1000-1999: Certificated Personnel Salaries Maintain additional 1.0 FTE Certificated Position to reduce class sizes.
Amount	26,842	Amount	27,245	Amount	27,653
Source	Federal	Source	Federal	Source	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated salaries
Amount	7,614	Amount	7,728	Amount	7,844
Source	Federal	Source	Federal	Source	Federal
Budget Reference	2000-2999: Classified Personnel Salaries Classified salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified salaries
Amount	9,427	Amount	9,569	Amount	9,712

Source	Federal
Budget Reference	3000-3999: Employee Benefits Personnel benefits

Source	Federal
Budget Reference	3000-3999: Employee Benefits Personnel benefits

Source	Federal
Budget Reference	3000-3999: Employee Benefits Personnel benefits

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 checked="" 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

MOU with Tehama County Department of Education for Special Education, RST, Speech, SELPA, nursing, psychologist, and library services.

2018-19

New Modified Unchanged

MOU with Tehama County Department of Education for Special Education, RST, Speech, SELPA, nursing, psychologist, and library services.

2019-20

New Modified Unchanged

MOU with Tehama County Department of Education for Special Education, RST, Speech, SELPA, nursing, psychologist, and library services.

BUDGETED EXPENDITURES

2017-18

Amount 44,000

Source Base

2018-19

Amount 44,000

Source Base

2019-20

Amount 44,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures MOU with TCDE

Budget Reference 5000-5999: Services And Other Operating Expenditures MOU with TCDE

Budget Reference 5000-5999: Services And Other Operating Expenditures MOU with TCDE

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

Professional development for staff on CCSS (ELA/Math), ELD, and NGSS implementation; technology, Special Education, and Behavior Management - to include coaching, conference and workshop attendance fees, travel expenses, books/supplies, extra duty pay, and substitute expenses.

2018-19

New Modified Unchanged

Professional development for staff on CCSS (ELA/Math), ELD, and NGSS implementation; technology, Special Education, and Behavior Management - to include coaching, conference and workshop attendance fees, travel expenses, books/supplies, extra duty pay, and substitute expenses.

2019-20

New Modified Unchanged

Professional development for staff on CCSS (ELA/Math), ELD, and NGSS implementation; technology, Special Education, and Behavior Management - to include coaching, conference and workshop attendance fees, travel expenses, books/supplies, extra duty pay, and substitute expenses.

BUDGETED EXPENDITURES

2017-18

Amount 4,450

2018-19

Amount 4,450

2019-20

Amount 4,450

Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Professional Development and Training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Professional Development and Training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Professional Development and Training
Amount	1,500	Amount	1,500	Amount	1,500
Source	Federal	Source	Federal	Source	Federal
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and training fees	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and training fees	Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and training fees
Amount	452	Amount	452	Amount	452
Source	Federal	Source	Federal	Source	Federal
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
Amount	2,000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute fees	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Fees	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Fees
Amount	2,000	Amount	2,030	Amount	2,060
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty pay - certificated	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty pay - certificated	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty pay - certificated
Amount	500	Amount	508	Amount	515
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Extra duty pay - classified	Budget Reference	2000-2999: Classified Personnel Salaries Extra duty pay - classified	Budget Reference	2000-2999: Classified Personnel Salaries Extra duty pay - classified
Amount	600	Amount	609	Amount	618
Source	Base	Source	Base	Source	Base

Budget Reference 3000-3999: Employee Benefits Benefits

Budget Reference 3000-3999: Employee Benefits Benefits

Budget Reference 3000-3999: Employee Benefits Benefits

Action **4**

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

Students to be Served All Students with Disabilities [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

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

2018-19

New Modified Unchanged

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

2019-20

New Modified Unchanged

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

BUDGETED EXPENDITURES

2017-18

Amount 25,000

Source Base

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 35,000

Source Base

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 40,000

Source Base

Budget Reference 4000-4999: Books And Supplies

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

Curriculum and materials - order replacements for core and supplemental consumable materials and purchase new CCSS aligned materials and textbooks if available.

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)] at risk students

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide ELA and Math interventions for at risk students

BUDGETED EXPENDITURES

2017-18

Amount 8,800

Source Supp/Conc

2018-19

Amount 8,800

Source Supp/Conc

2019-20

Amount 8,800

Source Supp/Conc

Budget Reference	4000-4999: Books And Supplies Materials, books, and supplies; software purchases	Budget Reference	4000-4999: Books And Supplies Materials, books, and supplies; software purchases	Budget Reference	4000-4999: Books And Supplies Materials, books, and supplies; software purchases
Amount	7,350	Amount	7,350	Amount	7,350
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries After school tutoring: Certificated extra pay for 30 hours (fall and spring sessions, totaling 15 weeks per session, max 2 hours per week) extra duty pay at \$35/hour for after school tutoring services x 6-7 teachers	Budget Reference	1000-1999: Certificated Personnel Salaries After school tutoring: Certificated extra pay for 30 hours (fall and spring sessions, totaling 15 weeks per session, max 2 hours per week) extra duty pay at \$35/hour for after school tutoring services x 6-7 teachers	Budget Reference	1000-1999: Certificated Personnel Salaries After school tutoring: Certificated extra pay for 30 hours (fall and spring sessions, totaling 15 weeks per session, max 2 hours per week) extra duty pay at \$35/hour for after school tutoring services x 6-7 teachers
Amount	1,323	Amount	1,350	Amount	1,375
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits

Action **6**

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

[Students to be Served](#) All Students with Disabilities [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

Purchase supplemental books and supplies for classrooms and library (non-fiction and fiction reading materials, including AR books, reference materials, Time for Kids, Scholastic, etc.)

2018-19

New Modified Unchanged

Purchase books and supplies for classrooms and library (non-fiction and fiction reading materials, including AR books, reference materials, Time for Kids, Scholastic, etc.)

2019-20

New Modified Unchanged

Purchase books and supplies for classrooms and library (non-fiction and fiction reading materials, including AR books, reference materials, Time for Kids, Scholastic, etc.)

[BUDGETED EXPENDITURES](#)

2017-18

Amount 2,500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and materials

2018-19

Amount 2,500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and materials

2019-20

Amount 2,500
 Source Supp/Conc
 Budget Reference 4000-4999: Books And Supplies
 Supplies and materials

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\(s\)\] EL Students](#)

[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

Provide ELD interventions for EL students

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 3,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Books and supplies and software

2018-19

Amount 3,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Books and supplies and software

2019-20

Amount 3,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Books and supplies and software

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Renew licenses and replace/purchase assessment materials; including: fluency and comprehension assessments, ESGI, Starfall, Raz Kids, etc.

BUDGETED EXPENDITURES

2017-18

Amount 1,500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies Materials - printed and software/licenses

2018-19

Amount 1,500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies Materials - printed and software/licenses

2019-20

Amount 1,500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies Materials - printed and software/licenses

Action 9

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

Students to be Served All Students with Disabilities [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: TK/K

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

MOU with SERRF for PM services for TK/K

BUDGETED EXPENDITURES

2017-18

Amount 3,000

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures MOU for contracted services

2018-19

Amount 3,000

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures MOU for contracted services

2019-20

Amount 3,000

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures MOU for contracted services

Action **10**

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

Students to be Served All Students with Disabilities [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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide allocations for classroom supplies

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	6,250	Amount	6,250	Amount	6,250
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies \$250 per teacher, including RS and PE (9x250=\$2,250), plus group order of basic classroom supplies	Budget Reference	4000-4999: Books And Supplies \$250 per teacher, including RS and PE (9x250=\$2,250), plus group order of basic classroom supplies	Budget Reference	4000-4999: Books And Supplies \$250 per teacher, including RS and PE (9x250=\$2,250), plus group order of basic classroom supplies

Action **11**

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

Students to be Served All Students with Disabilities [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

Allocations for office supplies and general school operations (main and district offices, nursing and health, custodial, cafeteria, etc.)

2018-19

New Modified Unchanged

Allocations for office supplies and general school operations (main and district offices, nursing and health, custodial, cafeteria, etc.)

2019-20

New Modified Unchanged

Allocations for office supplies and general school operations (main and district offices, nursing and health, custodial, cafeteria, etc.)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	4,500
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Office supplies and materials

Amount	4,500
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Office supplies and materials

Amount	4,500
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Office supplies and 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

Reeds Creek School will maintain and build on its positive school culture, climate, and safety; engaging and involving all stakeholder groups in the improvement process.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Parent surveys, inter-district requests, and staff testimonials indicate a positive school culture at Reeds Creek; however, there continues to be a need for behavior support, professional development, and interventions. Safety and bullying prevention continue to be focus areas, along with appropriate maintenance of facilities and buses. Reeds Creek requires typical school infrastructure expenditures for utilities, communications, and operations. Student and parent surveys advised updates for the Reeds Creek playground. Parent engagement is high for school activities, events and parent conferences. However, there is a need to engage parents more deeply in decision-making committees and activities (LCAP stakeholders, Site Council, etc.)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stakeholder surveys Feedback at Parent meetings	Return rate for 2016-17 = 18 from 90 mailed Returned surveys indicated: ~ satisfaction with welcome campus ~ safe school; staff responding well to behavior issues ~ child's needs met ~ parents not on campus more than once/week ~ parents know what is going on at school ~ positive support for LCAP actions and school changes	Return rate for 17-18 should increase Returned surveys should indicate: ~ satisfaction with welcome campus ~ safe school; staff responding well to behavior issues ~ child's needs met ~ parents not on campus more than once/week ~ parents know what is going on at school ~ positive support for LCAP actions and school changes	Return rate for 18-19 should increase Returned surveys should indicate: ~ satisfaction with welcome campus ~ safe school; staff responding well to behavior issues ~ child's needs met ~ parents on campus more than once/week ~ parents know what is going on at school ~ positive support for LCAP actions and school changes	Return rate for 19-20 should increase Returned surveys should indicate: ~ satisfaction with welcome campus ~ safe school; staff responding well to behavior issues ~ child's needs met ~ parents on campus more than once/week ~ parents know what is going on at school ~ positive support for LCAP actions and school changes

	<p>One survey reported that homework supported learning in the classroom</p> <p>One survey reported school website not user-friendly and not enough technology devices for student use</p>			
<p>Suspension/Expulsion data</p> <p>Suspension Indicator on the CA School Dashboard</p>	<p>Spring 2017 CA School Dashboard data indicate Reed Creek Suspension rate in RED.</p> <p>Local data indicate seven out of school suspensions in 2016-17, and five in 2015-16; school implementing alternatives to suspension with mixed support from staff. Needs are increasing for behavior support and intervention. This is true across the county.</p>	<p>Spring 2018 CA School Dashboard data indicate Reed Creek Suspension rate in ORANGE.</p> <p>Local data indicate fewer suspensions in 2017-18 than in 2016-17; school implementing alternatives to suspension.</p>	<p>Spring 2019 CA School Dashboard data indicate Reed Creek Suspension rate in YELLOW.</p> <p>Local data indicate fewer suspensions in 2018-19 than in 2017-18; school implementing alternatives to suspension.</p>	<p>Spring 2019 CA School Dashboard data indicate Reed Creek Suspension rate in GREEN.</p> <p>Local data indicate fewer suspensions in 2018-19 than in 2017-18; school implementing alternatives to suspension.</p>
<p>Facilities Inspection Tool</p>	<p>Good status; some repairs needed.</p> <p>Plan developed with staff and Board with timeline for implementation.</p>	<p>Good status; some repairs needed.</p> <p>Plan developed with staff and Board with timeline for implementation.</p>	<p>Good status; some repairs needed.</p> <p>Plan developed with staff and Board with timeline for implementation.</p>	<p>Good status; some repairs needed.</p> <p>Plan developed with staff and Board with timeline for implementation.</p>
<p>Interdistrict Transfer Request Numbers/Percentage</p>	<p>In April 2017, 54% of school enrollment on Interdistrict Transfer Requests.</p>	<p>In April 2018, 50% of school enrollment on Interdistrict Transfer Requests.</p>	<p>In April 2019, 50% of school enrollment on Interdistrict Transfer Requests.</p>	<p>In April 2020, 50% of school enrollment on Interdistrict Transfer Requests.</p>
<p>Attendance Rates</p> <p>Chronic Absenteeism on the CA School Dashboard Indicator</p> <p>Middle School Drop-out Rate</p>	<p>Attendance at P2 =95.28%</p> <p>Chronic Absenteeism = 7.9%</p> <p>Reeds Creek School has no middle school drop-outs</p>	<p>Attendance at P2 = increase of 1%</p> <p>Chronic Absenteeism will be reduced; by 1%</p> <p>Reeds Creek School will not have any middle school drop-outs</p>	<p>Attendance at P2 = Increase of 2%</p> <p>Chronic Absenteeism reduced by 2%</p> <p>Reeds Creek School has no middle school drop-outs</p>	<p>Attendance at P2 = increase of 3%</p> <p>Chronic Absenteeism reduced by 3%</p> <p>Reeds Creek School has no middle school drop-outs</p>

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional development for certificated and classified staff, addressing behavior management strategies, safety, and mandated topics to include Nurtured Heart, CPI, ABA, PBIS and Keenan.

2018-19

New Modified Unchanged

Provide professional development for certificated and classified staff, addressing behavior management strategies, safety, and mandated topics to include Nurtured Heart, CPI, ABA, PBIS and Keenan.

2019-20

New Modified Unchanged

Provide professional development for certificated and classified staff, addressing behavior management strategies, safety, and mandated topics to include Nurtured Heart, CPI, ABA, PBIS and Keenan.

BUDGETED EXPENDITURES

2017-18

Amount	3,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	3,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	3,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

	Pupils to be served within identified scope of service		Pupils to be served within identified scope of service		Pupils to be served within identified scope of service
Amount	4,000	Amount	4,000	Amount	4,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS Fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS Fees	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS Fees
Amount	2,000	Amount	2,000	Amount	2,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty - certificated; PD attendance	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty - certificated; PD attendance	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty - certificated; PD attendance
Amount	500	Amount	500	Amount	500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Extra duty - classified; PD attendance	Budget Reference	2000-2999: Classified Personnel Salaries Extra duty - classified; PD attendance	Budget Reference	2000-2999: Classified Personnel Salaries Extra duty - classified; PD attendance
Amount	300	Amount	300	Amount	300
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits; PD attendance	Budget Reference	3000-3999: Employee Benefits Benefits; PD attendance	Budget Reference	3000-3999: Employee Benefits Benefits; PD attendance

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

Contract with counseling provider for services; no budget allocated until district determines funding available at First Interim.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 0

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counselor services @ \$300/day for 1 day per week

2018-19

Amount 0

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counselor services @ \$300/day for 1 day per week

2019-20

Amount 0

Source Supp/Conc

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counselor services @ \$300/day for 1 day per week

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

Provide staffing for behavior support paraprofessional (7.0 hours)

2018-19

New Modified Unchanged

Provide staffing for behavior support paraprofessional (7.0 hours)

2019-20

New Modified Unchanged

Provide staffing for behavior support paraprofessional (7.0 hours)

BUDGETED EXPENDITURES

2017-18

Amount	14,107
Source	Special Education Reimbursement
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Management Paraprofessional Salary
Amount	2,920
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits

2018-19

Amount	14,107
Source	Special Education Reimbursement
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Management Paraprofessional Salary
Amount	2,920
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits

2019-20

Amount	14,107
Source	Special Education Reimbursement
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Management Paraprofessional Salary
Amount	2,920
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits

Action **4**

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

[Students to be Served](#) All Students with Disabilities [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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

PBIS Program Stipend and program supplies

BUDGETED EXPENDITURES

2017-18

Amount	3000
Source	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS Stipend
Amount	450
Source	Federal
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	400
Source	Federal

2018-19

Amount	3,000
Source	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS Stipend
Amount	450
Source	Federal
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	400
Source	Federal

2019-20

Amount	3,000
Source	Federal
Budget Reference	1000-1999: Certificated Personnel Salaries PBIS Stipend
Amount	450
Source	Federal
Budget Reference	3000-3999: Employee Benefits Benefits
Amount	400
Source	Federal

Budget Reference 4000-4999: Books And Supplies Supplies

Budget Reference 4000-4999: Books And Supplies Supplies

Budget Reference 4000-4999: Books And Supplies Supplies

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

Purchase updated resources for bullying prevention and awareness, and building positive social relationships; purchase incentives for positive behavior, attendance and academic achievement.

2018-19

New Modified Unchanged

Purchase updated resources for bullying prevention and awareness, and building positive social relationships; purchase incentives for positive behavior, attendance and academic achievement.

2019-20

New Modified Unchanged

Purchase updated resources for bullying prevention and awareness, and building positive social relationships; purchase incentives for positive behavior, attendance and academic achievement.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 750

Source Federal

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 750

Source Federal

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 750

Source Federal

Budget Reference 4000-4999: Books And Supplies

Books and supplies

Books and Supplies

Books and Supplies

Action **6**

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

[Students to be Served](#)

All Students with Disabilities [\[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

Purchase additional materials and printed resources for parent committees and engagement, including newsletters and informational handouts and annual survey.

2018-19

New Modified Unchanged

Purchase additional materials and printed resources for parent committees and engagement, including newsletters and informational handouts and annual survey.

2019-20

New Modified Unchanged

Purchase additional materials and printed resources for parent committees and engagement, including newsletters and informational handouts and annual survey.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Pre-printed newsletters and handouts

2018-19

Amount 500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Pre-printed Newsletter and Handouts

2019-20

Amount 500

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies
Pre-printed Newsletter and Handouts

Action **7**

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide parent trainings designed to boost achievement, student success and positive behavior standards.

2018-19

New Modified Unchanged

Provide parent trainings designed to boost achievement, student success and positive behavior standards.

2019-20

New Modified Unchanged

Provide parent trainings designed to boost achievement, student success and positive behavior standards.

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for non-staff presenters
Amount	350

2018-19

Amount	500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for non-staff presenters
Amount	350

2019-20

Amount	500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for non-staff presenters
Amount	350

Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty pay for certificated presenters	Budget Reference	1000-1999: Certificated Personnel Salaries Contracted services for teacher presenters	Budget Reference	1000-1999: Certificated Personnel Salaries Contracted services for teacher presenters
Amount	250	Amount	250	Amount	250
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
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
Amount	50	Amount	50	Amount	50
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits

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

2018-19

2019-20

New Modified Unchanged

Extra supervision for student related activities, parent engagement functions, and school related activities (Open House, Back To School Night, Holiday performance, etc.)

New Modified Unchanged

Extra supervision for student related activities, parent engagement functions, and school related activities (Open House, Back To School Night, Holiday performance, etc.)

New Modified Unchanged

Extra supervision for student related activities, parent engagement functions, and school related activities (Open House, Back To School Night, Holiday performance, etc.)

BUDGETED EXPENDITURES

2017-18

Amount: 500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Extra duty pay

Amount: 80

Source: Base

Budget Reference: 3000-3999: Employee Benefits
Benefits

2018-19

Amount: 500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Extra duty pay

Amount: 80

Source: Base

Budget Reference: 3000-3999: Employee Benefits
Benefits

2019-20

Amount: 500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Extra duty pay

Amount: 80

Source: Base

Budget Reference: 3000-3999: Employee Benefits
Benefits

Action 9

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

Students to be Served All Students with Disabilities [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

Expand extra-curricular offerings and field trips; including on site assemblies and presentations, special events for prevention and cultural awareness, and participation in events sponsored by TCDE and Expect More Tehama.

2018-19

New Modified Unchanged

Expand extra-curricular offerings and field trips; including on site assemblies and presentations, special events for prevention and cultural awareness, and participation in events sponsored by TCDE and Expect More Tehama.

2019-20

New Modified Unchanged

Expand extra-curricular offerings and field trips; including on site assemblies and presentations, special events for prevention and cultural awareness, and participation in events sponsored by TCDE and Expect More Tehama.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Field trips - registration and fees
Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies, presentations, and special school events
Amount	400
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies and materials
Amount	3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Duty
Amount	1,575

2018-19

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Field trips - registration and fees
Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies, presentations, and special school events
Amount	400
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies and materials
Amount	3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Duty
Amount	1,575

2019-20

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Field trips - registration and fees
Amount	1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Assemblies, presentations, and special school events
Amount	400
Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies and materials
Amount	3,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra Duty
Amount	1,575

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty certificated pay for supervising after school and sports related activities (45 games x \$35/hr.= \$1,575)	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty certificated pay for supervising after school and sports related activities (45 games x \$35/hr.= \$1,575)	Budget Reference	1000-1999: Certificated Personnel Salaries Extra duty certificated pay for supervising after school and sports related activities (45 games x \$35/hr.= \$1,575)
Amount	830	Amount	830	Amount	830
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits
Amount	3,000	Amount	3,000	Amount	3,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Referee fees	Budget Reference	5000-5999: Services And Other Operating Expenditures Referee Fees	Budget Reference	5000-5999: Services And Other Operating Expenditures Referee Fees

Action 10

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

[Students to be Served](#) All Students with Disabilities [\[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

Safety/Security Updates & Purchases

2018-19

New Modified Unchanged

Safety/Security Updates & Purchases

2019-20

New Modified Unchanged

Safety/Security Updates & Purchases

BUDGETED EXPENDITURES

2017-18

Amount 7,000

Source Other

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Monitoring service, replacement/repair of cameras or system components

Amount 300

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Maintain auto-dialer

Amount 2,000

Source Other

Budget Reference 4000-4999: Books And Supplies Other safety purchases - safety film for windows, blinds, whistles, classroom/office safety buckets/fanny packs, supplies, etc.

2018-19

Amount 7,000

Source Other

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Monitoring service, replacement/repair of cameras or system components

Amount 300

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Maintain auto-dialer

Amount 2,000

Source Other

Budget Reference 4000-4999: Books And Supplies Other safety purchases - safety film for windows, blinds, whistles, classroom/office safety buckets/fanny packs, supplies, etc.

2019-20

Amount 7,000

Source Other

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Monitoring service, replacement/repair of cameras or system components

Amount 300

Source Other

Budget Reference 5000-5999: Services And Other Operating Expenditures Maintain auto-dialer

Amount 2,000

Source Other

Budget Reference 4000-4999: Books And Supplies Other safety purchases - safety film for windows, blinds, whistles, classroom/office safety buckets/fanny packs, supplies, etc.

Action **11**

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

Students to be Served

All Students with Disabilities [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

Maintain and repair buses; purchase gas and oil

2018-19

- New Modified Unchanged

Maintain and repair buses; purchase gas and oil

2019-20

- New Modified Unchanged

Maintain and repair buses; purchase gas and oil

BUDGETED EXPENDITURES

2017-18

Amount	7,500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase gas and oil
Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase replacement parts
Amount	10,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintain repair contract with Red Bluff High School.

2018-19

Amount	7,500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase gas and oil
Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase replacement parts
Amount	10,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintain repair contract with Red Bluff High School.

2019-20

Amount	7,500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase gas and oil
Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase replacement parts
Amount	10,000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintain repair contract with Red Bluff High School.

Amount	720	Amount	720	Amount	720
Source	Base	Source	Base	Source	Base
Budget Reference	5900: Communications Bus radio - Valley Communications	Budget Reference	5900: Communications Bus radio - Valley Communications	Budget Reference	5900: Communications Bus radio - Valley Communications

Action **12**

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

[Students to be Served](#) All Students with Disabilities [\[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

Continue to maintain and repair site, buildings, and equipment. Replace needed equipment and tools. Repair irrigation leaks in sprinkler system. Repair, replace, repaint siding on aging buildings. Summer and vacation extra help, supplies, and carpet shampooing. Other repairs and purchases as needed.

2018-19

New Modified Unchanged

Continue to maintain and repair site, buildings, and equipment. Replace needed equipment and tools. Repair irrigation leaks in sprinkler system. Repair, replace, repaint siding on aging buildings. Summer and vacation extra help, supplies, and carpet shampooing. Other repairs and purchases as needed.

2019-20

New Modified Unchanged

Continue to maintain and repair site, buildings, and equipment. Replace needed equipment and tools. Repair irrigation leaks in sprinkler system. Repair, replace, repaint siding on aging buildings. Summer and vacation extra help, supplies, and carpet shampooing. Other repairs and purchases as needed.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	12,000	Amount	12,000	Amount	12,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies Construction and building materials	Budget Reference	4000-4999: Books And Supplies Construction and building materials	Budget Reference	4000-4999: Books And Supplies Construction and building materials
Amount	10,000	Amount	10,000	Amount	10,000
Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contracted services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contracted services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contracted services
Amount	1,300	Amount	1,300	Amount	1,300
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Extra summer and vacation help	Budget Reference	2000-2999: Classified Personnel Salaries Extra summer and vacation help	Budget Reference	2000-2999: Classified Personnel Salaries Extra summer and vacation help
Amount	160	Amount	160	Amount	160
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits
Amount	1,000	Amount	1,000	Amount	1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Supplies/materials for maintenance	Budget Reference	4000-4999: Books And Supplies Supplies/materials for maintenance	Budget Reference	4000-4999: Books And Supplies Supplies/materials for maintenance
Amount	57,750	Amount	57,750	Amount	57,750
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for maintenance	Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted services for maintenance

Action **13**

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

Students to be Served All Students with Disabilities [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

Pay additional communications expenses associated with BIG grant/erate.

2018-19

New Modified Unchanged

Pay additional communications expenses associated with BIG grant/erate.

2019-20

New Modified Unchanged

Pay additional communications expenses associated with BIG grant/erate.

BUDGETED EXPENDITURES

2017-18

Amount	1,200
Source	Base
Budget Reference	5900: Communications Additional communications expenses (after first year)

2018-19

Amount	1,200
Source	Base
Budget Reference	5900: Communications Additional communications expenses (after first year)

2019-20

Amount	1,200
Source	Base
Budget Reference	5900: Communications Additional communications expenses (after first year)

Action **14**

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

Students to be Served All Students with Disabilities [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

Purchase new supplies, balls, and equipment for recess and physical education activities.

2018-19

New Modified Unchanged

Purchase new supplies, balls, and equipment for recess and physical education activities.

2019-20

New Modified Unchanged

Purchase new supplies, balls, and equipment for recess and physical education activities.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Balls and equipment for recess and PE
Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Play structures and bars

2018-19

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Balls and equipment for recess and PE
Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Play structure and Bars

2019-20

Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Balls and equipment for recess and PE
Amount	1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Play structure and Bars

Action **15**

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

Maintain SARB MOU with TCDE

2018-19

New Modified Unchanged

Maintain SARB MOU with TCDE

2019-20

New Modified Unchanged

Maintain SARB MOU with TCDE

BUDGETED EXPENDITURES

2017-18

Amount	1,217
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SARB MOU

2018-19

Amount	1,217
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SARB MOU

2019-20

Amount	1,217
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SARB MOU

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Reeds Creek School will improve its technology infrastructure and begin working towards increasing access to technology for students and teachers by:

- ~purchasing electronic devices to add to the network,
- ~upgrading aging computers and periphery equipment,
- ~purchasing new software, apps, and licenses,
- ~providing professional development to teachers in the area of technology, and
- ~training students and staff on new and existing applications.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Reeds Creek School is in the process of improving our technology infrastructure and increasing computer access for students and staff by purchasing new devices and upgrading old computers and related equipment. In our current state we are unable to meet the growing tech demands associated with Common Core instruction and practice, new computer-based curricula, and Smarter Balanced/CAASPP testing. In 2014-15, we were a recipient of the BIIG K-12 High Speed Internet Grant. The construction project was complete in the fall of 2016 and routers and access points were upgraded in winter 2017. Staff, parent and student surveys indicate a need for greater technology access and integration into instruction. Academic curricula and testing diagnostics now have strong computer based components which are central to testing management, individual and group practice, and basic delivery of instruction. There is a need for the school to prepare for technology replacement of old devices.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology plan and inventory	<p>The Reeds Creek Technology Plan is in development.</p> <p>The 2016-17 technology inventory indicates a majority of desktop computers and laptops are 8 to 12 years old and no longer supported; tech support cannot repair them.</p>	<p>The Reeds Creek Technology Plan has been developed and edited to reflect new technology related purchases and goals.</p> <p>The 2017-18 technology inventory indicates at least one third of desktop computers and laptops are in the process of</p>	<p>The Reeds Creek Technology Plan has been edited to reflect new technology related purchases and goals.</p> <p>The 2018-19 technology inventory indicates at least two thirds of desktop computers and laptops have been replaced with new devices.</p>	<p>The Reeds Creek Technology Plan has been edited to reflect new technology related purchases and goals.</p> <p>The 2019-20 technology inventory indicates all aged desktop computers and laptops have been replaced with new devices.</p>

	The school has 30 Chromebooks; 2 are inoperable; these will no longer be supported in October 2017.	being replaced with new devices. The school has purchased 30 new Chromebooks to replace the Chromebooks that are no longer are supported (as of October 2017). The older, still functioning Chromebooks have been funneled down to the lower grades to share.	The school has purchased 30 new Chromebooks as part of a replacement program. The older, still functioning Chromebooks have been funneled down to the primary grades to share.	The school has purchased 30 new Chromebooks as part of a replacement program. The older, still functioning Chromebooks have been funneled down to the primary grades to share.
Stakeholder surveys Feedback from Parent meetings Staff feedback	2016-17 feedback indicate: ~ need to purchase more devices ~ perception that students are falling behind other schools because students do not have daily access at school and/or home. Staff report inability to integrate curricular pieces that are on-line; limited for project-based learning; provide student practice.	2017-18 feedback indicate: ~ need to purchase more devices ~ perception that students are falling behind other schools because students do not have daily access Staff report inability to integrate curricular pieces that are on-line; limited for project-based learning; provide student practice.	2018-19 feedback indicate: ~ need to purchase more devices ~ perception that students are no longer falling behind other schools because daily access has improved Staff report improved ability to integrate curricular pieces that are on-line; project-based learning and student practice opportunities are increasing.	2019-20 feedback indicate: ~ need to purchase more devices ~ perception that students are no longer falling behind other schools because daily access has improved Staff report improved ability to integrate curricular pieces that are on-line; project-based learning and student practice opportunities are increasing.

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 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 checked="" type="checkbox"/> Foster Youth	<input checked="" 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

Purchase new devices and upgrade old equipment. MOU with TCDE for technology services, internet access and maintenance, tech documentation, and desktop support; Destiny library and bookshare services.

2018-19

New Modified Unchanged

Purchase new devices and upgrade old equipment. MOU with TCDE for technology services, internet access and maintenance, tech documentation, and desktop support; Destiny library and bookshare services.

2019-20

New Modified Unchanged

Purchase new devices and upgrade old equipment. MOU with TCDE for technology services, internet access and maintenance, tech documentation, and desktop support; Destiny library and bookshare services.

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Devices and computers for staff and students
Amount	3,500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Related equipment purchases/replacement
Amount	17,976
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Tech services and support

2018-19

Amount	10,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Devices and computers for staff and students
Amount	3,500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Related equipment purchases/replacement
Amount	17,976
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Tech services and support

2019-20

Amount	10,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Devices and computers for staff and students
Amount	3,500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Related equipment purchases/replacement
Amount	17,976
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MOU with TCDE for Tech services and support

Amount	1,200	Amount	1,200	Amount	1,200
Source	Supp/Conc	Source	Supp/Conc	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Appropriate software	Budget Reference	4000-4999: Books And Supplies Appropriate software	Budget Reference	4000-4999: Books And Supplies Appropriate software

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

Technology professional development (additional Aeries training, Cyber bullying, Google Apps, student applications, and training/updates on new and existing software programs).

2018-19

New Modified Unchanged

Technology professional development (additional Aeries training, Cyber bullying, Google Apps, student applications, and training/updates on new and existing software programs).

2019-20

New Modified Unchanged

Technology professional development (additional Aeries training, Cyber bullying, Google Apps, student applications, and training/updates on new and existing software programs).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1000	Amount	1000	Amount	1000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Aeries and other tech training registration and fees	Budget Reference	4000-4999: Books And Supplies Aeries and other tech training registration and fees	Budget Reference	4000-4999: Books And Supplies Aeries and other tech training registration and fees

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

Provide for Aeries SIS site license

2018-19

New Modified Unchanged

Provide for Aeries SIS site license

2019-20

New Modified Unchanged

Provide for Aeries SIS site license

BUDGETED EXPENDITURES

2017-18

Amount 2,500

2018-19

Amount 2,500

2019-20

Amount 2,500

Source	Base
Budget Reference	4000-4999: Books And Supplies License

Source	Base
Budget Reference	4000-4999: Books And Supplies License

Source	Base
Budget Reference	4000-4999: Books And Supplies License

Action 4

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

License fees for new and continuing software and apps. Work towards advancing student keyboarding and technology navigation skills. To include but not limited to: Renaissance Learning AR & STAR Reading
I-Ready
Starfall
Raz Kids
Reading A to Z
Headsprout
Read Naturally/Read Live
Other related licenses

2018-19

New Modified Unchanged

License fees for new and continuing software and apps. Work towards advancing student keyboarding and technology navigation skills. To include but not limited to: Renaissance Learning AR & STAR Reading
I-Ready
Starfall
Raz Kids
Reading A to Z
Headsprout
Read Naturally/Read Live
Other related licenses

2019-20

New Modified Unchanged

License fees for new and continuing software and apps. Work towards advancing student keyboarding and technology navigation skills. To include but not limited to: Renaissance Learning AR & STAR Reading
I-Ready
Starfall
Raz Kids
Reading A to Z
Headsprout
Read Naturally/Read Live
Other related licenses

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	12,000	Amount	12,000	Amount	12,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Software licenses	Budget Reference	4000-4999: Books And Supplies Software licenses	Budget Reference	4000-4999: Books And Supplies Software licenses
Amount	800	Amount	800	Amount	800
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies SWIS/CICO Software License	Budget Reference	4000-4999: Books And Supplies SWIS/CICO Software License	Budget Reference	4000-4999: Books And Supplies SWIS/CICO Software License

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$129,608

Percentage to Increase or Improve Services: 12.19%

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

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

The Reeds Creek Elementary School District will receive \$129,608 in supplemental/concentration funding in 2017-18. The Reeds Creek Elementary School District is projecting to spend \$130,653 on services for Unduplicated Pupils in 2017-18. The majority of the funding will be principally directed to meet the needs of the targeted students, however the Reeds Creek Elementary School District is very small, therefore school-wide use of concentration funds is allowed because students already receive very personalized and individual instruction based on their own needs, regardless of their background, income level, home/primary language, or familial status.

Reeds Creek School has an unduplicated count of 87, or 57.96%; therefore, all LCAP actions/services will be applied school-wide. Supplemental and Concentration funded services will include:

- Purchase of supplemental instructional materials and supplies.
- Math and ELA academic interventions, including after school tutoring from certificated staff members and tier II academic interventions (during regular day) from certificated and classified staff members.
- PBIS training, stipend, and supplies for instruction, intervention and rewards; software for data monitoring, reporting, and intervention.
- Purchase of new fiction/non-fiction reading and reference materials in the classrooms and library to build academic vocabulary,
- Purchase of new instructional and intervention materials for English Learners and ELD program; maintaining addition of 10% instructional time from certificated teacher for designated ELD instruction with English Learners.
- Maintaining the addition of a 1.0 FTE certificated teacher to provide reduced class sizes for targeted instruction.
- Extended day services (through SERRF) for TK and Kinder students.
- Parent outreach materials and presenters and supplies/materials for parent training
- Continued contract with Tehama Co. Department of Education for SARB services for attendance and truancy issues.
- Additional technology devices and appropriate software licenses.

These services directly address the needs of our targeted, unduplicated pupils by:

- Increasing behavior support, monitoring and intervention to students needing these services. This will decrease classroom disruptions, increase learning time, and allow students to experience increased success.
- Providing students with up to date curricula and supplies that are aligned to Common Core instruction and support CCSS skills acquisition. This will support and increase academic achievement.
- Provide academic interventions and support for students struggling with math and language arts throughout the school day and beyond (with after school tutoring). This will increase academic achievement and make instructional time more productive.

- Increasing reading and reference materials in all school locations will provide more access for students to materials. This will increase learning and boost academic achievement.
- Acquiring new materials and designated instructional time for our English Language learners will result in increased achievement and access for these students, as well as build resources for our ELD program.
- Continuing our SARB contract will allow us to keep at-risk students engaged in school and boost attendance rates; thereby increasing these students' academic skills and level of school success.
- Other software programs will allow specific instruction for at-risk learners by providing them with work sessions tailored specifically to their individual needs.

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	1,109,829.00	1,123,092.00	1,234,285.00	1,240,101.00	1,258,711.00	3,733,097.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	151,404.00	893,266.00	982,590.00	986,676.00	1,004,735.00	2,974,001.00
Federal	4,600.00	30,670.00	50,435.00	51,094.00	51,761.00	153,290.00
LCFF	804,656.00	0.00	0.00	0.00	0.00	0.00
Lottery	6,250.00	6,920.00	20,750.00	20,750.00	20,750.00	62,250.00
Other	25,300.00	73,660.00	35,750.00	35,750.00	35,750.00	107,250.00
Special Education Reimbursement	0.00	0.00	14,107.00	14,107.00	14,107.00	42,321.00
Supp/Conc	117,619.00	118,576.00	130,653.00	131,724.00	131,608.00	393,985.00

* 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	1,109,829.00	1,123,092.00	1,234,285.00	1,240,101.00	1,258,711.00	3,733,097.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	472,056.00	469,954.00	484,250.00	491,225.00	518,488.00	1,493,963.00
2000-2999: Classified Personnel Salaries	178,262.00	183,784.00	208,902.00	211,790.00	214,720.00	635,412.00
3000-3999: Employee Benefits	232,955.00	238,734.00	241,118.00	244,671.00	228,088.00	713,877.00
4000-4999: Books And Supplies	75,272.00	106,323.00	109,102.00	121,302.00	126,302.00	356,706.00
5000-5999: Services And Other Operating Expenditures	75,714.00	46,805.00	111,550.00	111,550.00	111,550.00	334,650.00
5800: Professional/Consulting Services And Operating Expenditures	73,650.00	76,772.00	77,443.00	57,643.00	57,643.00	192,729.00
5900: Communications	1,920.00	720.00	1,920.00	1,920.00	1,920.00	5,760.00

* 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	1,109,829.00	1,123,092.00	1,234,285.00	1,240,101.00	1,258,711.00	3,733,097.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	3,000.00	420,558.00	394,708.00	400,530.00	406,439.00	1,201,677.00
1000-1999: Certificated Personnel Salaries	Federal	3,000.00	7,434.00	29,842.00	30,245.00	30,653.00	90,740.00
1000-1999: Certificated Personnel Salaries	LCFF	414,856.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	51,200.00	41,962.00	59,700.00	60,450.00	81,396.00	201,546.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	1,800.00	164,983.00	186,681.00	189,455.00	192,269.00	568,405.00
2000-2999: Classified Personnel Salaries	Federal	0.00	9,636.00	7,614.00	7,728.00	7,844.00	23,186.00
2000-2999: Classified Personnel Salaries	LCFF	176,462.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	9,165.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education Reimbursement	0.00	0.00	14,107.00	14,107.00	14,107.00	42,321.00
2000-2999: Classified Personnel Salaries	Supp/Conc	0.00	0.00	500.00	500.00	500.00	1,500.00
3000-3999: Employee Benefits	Base	830.00	211,131.00	207,055.00	210,145.00	213,281.00	630,481.00
3000-3999: Employee Benefits	Federal	450.00	6,826.00	9,877.00	10,019.00	10,162.00	30,058.00
3000-3999: Employee Benefits	LCFF	212,988.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	4,775.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supp/Conc	18,687.00	16,002.00	24,186.00	24,507.00	4,645.00	53,338.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	30,990.00	24,959.00	39,900.00	50,900.00	57,100.00	147,900.00
4000-4999: Books And Supplies	Federal	1,150.00	4,673.00	1,602.00	1,602.00	1,602.00	4,806.00
4000-4999: Books And Supplies	LCFF	100.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	6,250.00	6,474.00	20,750.00	20,750.00	20,750.00	62,250.00
4000-4999: Books And Supplies	Other	24,300.00	23,078.00	14,000.00	14,000.00	14,000.00	42,000.00
4000-4999: Books And Supplies	Supp/Conc	12,482.00	47,139.00	32,850.00	34,050.00	32,850.00	99,750.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	52,964.00	9,586.00	105,750.00	105,750.00	105,750.00	317,250.00
5000-5999: Services And Other Operating Expenditures	Federal	0.00	831.00	1,500.00	1,500.00	1,500.00	4,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	250.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	446.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00	35,192.00	300.00	300.00	300.00	900.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	21,500.00	750.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	61,100.00	61,329.00	46,576.00	27,976.00	27,976.00	102,528.00
5800: Professional/Consulting Services And Operating Expenditures	Federal	0.00	1,270.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	1,450.00	21,450.00	21,450.00	21,450.00	64,350.00
5800: Professional/Consulting Services And Operating Expenditures	Supp/Conc	12,550.00	12,723.00	9,417.00	8,217.00	8,217.00	25,851.00
5900: Communications	Base	720.00	720.00	1,920.00	1,920.00	1,920.00	5,760.00
5900: Communications	Supp/Conc	1,200.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,025,700.00	1,031,516.00	1,050,126.00	3,107,342.00
Goal 2	159,609.00	159,609.00	159,609.00	478,827.00
Goal 3	48,976.00	48,976.00	48,976.00	146,928.00
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
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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